

# THE SCHOOL JOURNAL

NEW YORK AND CHICAGO

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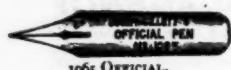
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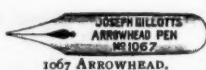
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The business department of THE JOURNAL is on another page.

All letters relating to contributions should be addressed plainly "Editors of SCHOOL JOURNAL." All letters about subscriptions must be addressed to E. L. KELLOGG & Co. Do not put editorial and business items on the same sheet.

## The Essentials of English Composition For Elementary Schools.

By Prof. Edward R. Shaw, School of Pedagogy, New York University.

Under the essentials of English composition for elementary schools I shall comprehend every means that contributes to give a pupil the fullest and freest command of English it is possible to give in the elementary school. More can be done, I am confident, than has yet been generally attained in this direction. The error of the past has been the loss of time and the waste of effort in teaching English from its formal phase, largely as an end in itself.

### CORRECT SPELLING.

The first essential of English composition to be secured in the elementary school is correct spelling. There is abundant evidence on every hand to show that the method generally pursued to-day in teaching spelling is not a method which gives satisfactory results. Some spelling can, of course, be taught incidentally, but in so difficult and arbitrary a matter as English spelling, a definite time must be set apart for it in the school-program when spelling shall be pursued as a regular exercise.

The first point to be considered in this connection is the gradation of words. The plan of leaving to the judgment of the teacher the selection of words for her grade is altogether too haphazard a one. This plan may be permitted to some extent, but it ought not to be the exclusive method, for under such conditions there is very little guidance as to the vocabulary, its extent, or what range of words shall be given in the various grades. With such a plan, it is difficult to know what the omissions are. I believe, therefore, in a carefully-selected list of words, suited to the various school grades. Such a list could be determined very easily in any school system by a simple investigation. There are, I believe, words that may best be learned in the second and fifth grades, and so on for the various grades. A list of this kind would include words which children are likely to miss, and words which may be easiest acquired in the various grade periods of school life. Such a list would constitute the best kind of spelling, moreover, which ought to be made by every system of schools. In the

absence of such a list I stand for a spelling book and regular work in it.

But after we have determined the collection of words, the way the pupil is to be led to learn those words is of great importance. The appeal to the eye in learning to spell, which supplanted an old method that grew out of the best judgment of decades of repeated test by schoolmasters, is a method which the best pedagogy of to-day cannot sanction as a complete method of teaching spelling. If we are to obtain better results in spelling, that which I put as the first essential of the elements of English composition, we must adopt some of the wisdom which showed itself in the method of the old schoolmaster, and which we for the past generation and a half have thrown aside. If we require the pupil, in learning new words, to study these first orally, pronouncing each word at the start, then each syllable and the syllables cumulatively, and ending with the pronunciation of the whole word, we are appealing to more avenues of mental approach, and are, therefore, making easier and firmer the associations out of which that word is to rise when the pupil summons it. In such a way, we are appealing to the eye, to the ear, and to that part of the motor mechanism which is connected with speech. We have here, then, the aid of three strong sensory avenues instead of one; as, for instance, when we make the appeal to the eye. After the pupil has prepared his lesson in this manner, we may then bring in the written practice upon this basis of preparation, and employ again the eye and combine with this the motor mechanism which lies in the hand and arm. Such oral preparation, first the distinct pronunciation of the word, then spelling it by syllables, pronouncing distinctly each syllable, and pronouncing the syllables cumulatively, and then pronouncing the word as a whole at the end, some one will say is very slow and tedious work. And yet, there is economy in it; great economy, for not only are the associations more firmly and more quickly built up in this way, not only are we putting into the pupil's possession a power to analyze which appear in the new words, and to center his attention upon the few elements which, in the new word, differ from any word he has previously learned—a matter of great economy in itself—but we are aiding him in reading and giving him the best possible practice in clear and distinct articulation and pronunciation, a matter now considerably neglected in our schools. If we would give the vocal organs training, we must give them work to do in clear and exact enunciation. There is no other exercise in the school-room comparable to this oral preparation of spelling lessons and the pronunciation of each syllable in the manner which I have such a method, I believe that very little time would need to be given to spelling in the seventh and eighth years

of the grammar grades—the time when it is generally found so necessary to spend as much time as possible in spelling drill. Thus, time may be saved in these grades to devote to the rules for spelling and to the etymology of words. Etymology should not, however, be taken in the routine and uninteresting manner so common, and which calls for not much else than sheer, dull effort in verbal memory. It should be treated in connection with composition, and should serve to add variety to the pupil's language study. To lead into this, begin with words with some point of interest in their history, or whose derivation is easy to be traced, as: Fortnight, good-bye, furlong, topsy-turvy, volcano, mountebank, calculate, astonished, sincere, trivial, capricious, charlatan, etc., and then gradually work out to the more formal analysis of words. All this need not follow any alphabetically-arranged list of roots, prefixes, and suffixes, but advantage should be taken of the recurring occasions when the pupil's attention may be directed to words that become the center of opportune interest. By leading the pupil to seek out for himself the connection of thought, and also to trace causal connection in analysis, he acquires a power to help himself, and an interest is awakened, because more phases of mental activity are thereby aroused, and the study lifted out of dull, spiritless, mechanical memory.

#### FEELING FOR ENGLISH.

The second essential to be secured is what I may term "feeling for English." If I were required to make a choice between technical knowledge of English and what I may term "feeling for English," I should unhesitatingly choose the latter. This "feeling for English" is a subtle sense, transcending psychological analysis, and leading those who possess it to use English with an appreciation of its genius. How, then, shall we develop in pupils this "feeling for English"? We may do this by giving them selections from the masters of English literature, and requiring that these selections be learned by heart, so that pupils may be able to repeat them, and to transcribe them: In every grade from the first year thru the eighth, certain standard poems, selected with reference to the emotional status and intellectual appreciation of the pupil, should be memorized. At the very least, half a dozen poems for each year. Children derive pleasure from learning and repeating the best literature, as it meets a natural want in satisfying their sense of rhythmic expression. They may not recall all this literature in later years, but it leaves behind it that subtle æsthetic sense of "feeling for English."

The selections of the pieces which are to be memorized involves a very large and a very important question; namely, their ethical import; but that is a question aside from the purpose of this paper. There should be, then, for each grade, a certain number of poems which each pupil should memorize, and with such a degree of perfection that he could rise and repeat the poem or take pen and paper and transcribe it correctly as to spelling, punctuation, capitals, and form. In the sixth, seventh, and eighth years pupils should be given an opportunity to choose from a small collection the poems they would prefer to memorize. For instance, if six poems were required of each pupil in any of these years, twelve or fifteen poems might be given him to read and make his own selection from. The object of this plan is to pro-

vide for the child's individuality of choice as influenced by his individuality of experience, and by his individuality of emotional tone.

But poems in themselves are not sufficient to develop this "feeling for English." Many of our courses of study furnish lists of poems that are to be memorized in the several grades, but I do not recall a course of study where excerpts of fine prose are required to be memorized. In the days of a generation ago this "feeling for English" was developed by those splendid selections of oratory which boys were required to memorize and speak at the rhetorical exercises then periodically held. We must not forget, in the multitude of newer things pressing upon our attention, all the good in the past. Hence, there should be provided in each grade a number of prose selections suited to the understanding and capacity of the pupils, each a unit in itself, which pupils should memorize so as to be able to repeat these orally, or to transcribe them as has been recommended with reference to the poems.

#### PRINCIPLES AND USAGES OF COMPOSITION.

The third essential is, that the formularization of the principles and usages of English composition shall come to the pupil by easy inference after abundant exercise in the use of English, and not be forced upon him by definitions, illustrated by a few formal examples.

What is needed is ability to use English well, and not principally an acquaintance with its formal aspects.

The regarding of the formularies of composition as the principal thing, and the inability to see the larger thing, the real thing, to which the formularistic statements must ever be secondary is where the cause of our failure in teaching English lies.

Most text-books, official syllabi, and examinations emphasize the formal aspects of composition, instead of showing how they may be subordinated. The teacher is thus misled, and her attention directed to these things as the end of her teaching, and so she comes to rest in the opinion that the ability of her pupils to set forth these things in examination is the test and proof of her success in teaching. My objection, you will recognize, is not a new one. These formularistic statements and examples to illustrate them become ends and are pursued as ends, and thus the teaching of composition becomes dry and barren of results.

The fundamental requisite, then, from first to last, in the teaching of English composition in the elementary school is abundant, and continued expression of the pupil's thought and feeling growing out of some activity, some experience, some observation, some intercourse, some imaginative construction, on the part of the pupil.

What is to be insisted on, therefore, is some positive underlying content in the pupil's mind which he is led to express either in oral or in written language, and out of this expression all the formal aspects of composition are to issue. The formularies are not to be omitted. They do not, however, lead the way; they are not the important ends, but are subordinated to the real thing; the essential thing—something expressed.

Upon this expression as a basis, we may teach the more obvious grammatical and rhetorical matters incidentally. In the lower grades many phases of capitalization and punctuation, the formation of plurals, possessive cases, the forms of comparison, correct forms of verbs, etc., etc., may be taught, the teacher shaping the composition exercises so that sufficient opportunities shall arise to reveal to the pupil the necessity for such knowledge, and also to give him sufficient practice in using it correctly. Dictation exercises may be employed as one means of giving practice in correct forms, but each piece, so dictated, should be some composition exercise which the class as a whole has criticised, corrected, and amended. Each pupil has, then, some special interest in it.

Letter writing, to be taken up toward the end of the third school year, will also afford another means toward



the accomplishment of the ends just mentioned. Here, however, care must be exercised, that there shall be content in the pupil's mind before he is required to compose a letter. Business letters first, which are orders, then the replies to these; next may follow letters of inquiry, of direction, of application, of information, etc., thus gradually enlarging the scope to letters of friendship, invitation, acknowledgment, etc.

I have insisted in all composition work that there shall be content in the pupil's mind when he is asked to compose; in other words, that bricks shall not be required without straw.

Fortunately, to-day, nature study and science work furnish something tangible and near at hand for the pupil to express; and so as much composition writing as possible should grow out of nature study and science work. Then there is also the history study which may be used to this end.

While, however, the pupil easily finds something to say when required to write out his observations and knowledge gained from nature study or science work, we must not lose sight of the fact that even with a great skill and knowledge of certain important matters of English.

By such writing, he learns to arrange his thoughts; to analyze out more fully his general ideas; he enlarges his vocabulary, and he acquires facility in setting forth his thought.

But to lead the pupil thru this kind of composition to an appreciation of sequence and transition of thought as affected thru sentence construction, and to an appreciation of literary form and unity, would prove a most difficult undertaking; and to seek to accomplish this upon nature study and science composition would be to disregard mental economy. Mental economy points out a different plan.

The appreciation of literary form and unity, and of the various ways that language may be employed in securing sequence, transition, and connection of thought, is best attained by reading to pupils selections within their appreciation and understanding, and then calling for the reproduction of these sometimes, orally, but principally, in writing, especially in the higher grades. Such reproduction exercises should be given in the third school year and be continued in each succeeding year. There is, however, one danger to be guarded against in this, and that is a haphazard and unskilled choice of selections. Here pedagogical insight is most requisite. That so little use had been made of the reproduction is due to the difficulty of finding proper selections. Permit me to remark, however, that these may be found and in number and variety sufficient.

The use of the written reproduction will afford excellent opportunity for the careful treatment of the paragraph; not with reference to a definitive, formal treatment of what the paragraph is, and the rules for the formation of paragraphs, but a knowledge of how to shape and constitute a paragraph in writing.

#### TECHNICAL GRAMMAR.

The next essential is a knowledge of grammatical analysis of sentences—this leading to a knowledge of the parts of speech and the grammatical rules for their collocation. Good English may be acquired without a knowledge of technical grammar, but there is no plan yet at hand to guide teachers in securing such a result; and were there one, a longer time would be needed. It would not be the way of economy in teaching. One who has a knowledge of the grammatical structure of language possesses many advantages over one who has not this knowledge, tho the latter may use English with a fair degree of correctness. I will not go into the educational value of the study of grammar; that alone would entitle it to a place in the elementary school curriculum, even if it did not equip the pupil with knowledge directly available in the use of English.

The duty of grammatical analysis may well be begun in the sixth school year and carried on thru the seventh and eighth years. In this grammatical analysis, it is far better not to put into the pupil's hands an elementary grammar, with sentences selected from all the four winds of literature and the remainder made to order—detached sentences which the pupil cannot relate to any piece of literature. Every sentence set before the pupil should be the expression of some thought he has before met in some literary production studied by him. Each sentence, then, relates to some whole which has stirred the pupil's feelings and given him new ideas and new experiences, and he recognizes what thought in that whole and what shading of that thought the sentence set before him serves to express. Every sentence he deals with tends, therefore, to draw after it some fraction of the tide of feeling aroused by the study of the literary production. The detached sentence carries no such substrate with it. Herein is one way to interest; for interest, to my mind, is the pleasurable tone of the mind in the exercise of its activity.

The first work in analysis might be based upon one of the selections for literary study in sixth-year classes. Sentences may be taken from this and some sentences adapted. It is not necessary to begin with such absurdly simple and unattractive sentences as, Bells ring, Dogs bark. The pupil can easily deal with sentences of some length, and can understand the office of a group of words amounting even to a clause, when used as a modifier, as easily as beginning with modifiers of one word. In other words, he may be led as the principle of economy would suggest, to deal with sentences of usual length, as to subject and predicate, to deal almost at once with the three forms in which the modifier occurs, as word, phrase, or clause, and in the same manner with the direct object; and so gradually extending the analysis. The order is not the order of the text-books, but it is a pedagogical order.

The method to be employed in unfolding this grammatical knowledge is that of the skilful questioning of the living teacher. It is to be principally analytic, rather than descriptive.

#### VARIETY OF EXPRESSIONS AND INCORRECT ENGLISH.

Now, while the knowledge of grammatical structure is growing, not upon detached sentences, but upon sentences taken from some literary whole that the pupils have studied, the rhetorical positions of the elements of a sentence may be treated. These two things, then, grammatical structure and rhetorical positions, may be closely interconnected and the one made to aid the other. Side by side with grammatical analysis may be taken up variety of expression; as, for instance, the transforming of an infinitive to a participle, a participle to a clause, replacing the active form by the passive, an imperative mood by the conditional, a clause by an infinitive, and so on—variety of sentence form may also be treated. All this is to find continued application in the composition exercises which go forward at the same time, making it all a living reality to the pupil.

As soon as the pupil's knowledge of the parts of speech and their modifications and relations will admit of it, I should bring him face to face with specimens of incorrect English to set right, giving the best reasons therefor that may be adduced. I have no sympathy with the pseudo psychologists, who hold that a pupil should not see an incorrect form. They put, to my thinking, entirely too much faith in imitation both ways—imitation of right things and imitation of incorrect things. Of course I would not give him exaggerated specimens, but specimens of incorrect English he should deal with in this fashion.

#### LITERATURE STUDY.

The literature study in the seventh and eighth years upon such works as "Snowbound," "Evangeline," "The Legend of Sleepy Hollow," "Rip Van Winkle,"

and "The Lay of the Last Minstrel," etc., may be closely interconnected with the composition writing, affording excellent opportunity for a simple study of diction.

I have insisted in this paper upon the actual use of English in writing, and a great deal of it, instead of study upon how English should be used, or how it may be used. Let me, in closing, add one qualification, and that is, that at no point shall the teaching be such as to develop a fatal facility to use words at the expansion of content of mind and definiteness of thought.

(Paper read before the National Educational Association at Washington, D. C.)

## On the Teaching of History.

(Reports of two addresses before the N. E. A.)

### 1. ESSENTIALS OF HISTORY IN GRAMMAR SCHOOLS.

W. F. Gordy, of Hartford, Conn., spoke on the essentials of history in grammar schools. The function of history, he said, was to explain human life; and it is from this point of view that history should be taught to the child. The feelings, the thoughts, the inclinations and motives of men, the forces that lie back of the mere sequence of events should be explained.

The great aim of education is to reveal physical and human life to the individual, to the end that he may understand his relations to them, and especially his social obligations to his fellow-men. History is a study of the human will, of which actions, deeds, events are but the expression.

The development of thoro scholarship thru the acquisition of a considerable body of facts should not be a dominant motive in elementary schools. If the pupil acquires an interest in history, and learns how to read it in such a way as to appreciate its meaning, he has at his command the means of continuous self-education of far more value than any number of facts.

### 2. HISTORY IN SECONDARY SCHOOLS.

H. H. Seerley, principal of the Iowa state normal school at Cedar Falls, pointed out that the study of American history as a special branch came into our public schools during the decade preceding the Civil war. The purpose of the teachers was to instill an ardent patriotism in school boys:

"A change has come," continued Mr. Seerley; "a change which attempts to return to first principles, seeking patriotic citizenship and living enthusiasm as the true end, without forgetting the thoughtfulness and scholarship which is still thought to be possible by making this study a combination of civic, economic, sociological, philosophic, and educational instruction.

"With this has come a demand for a real history teacher. The mistake of modern educational effort," he said in conclusion, "is to seek reform and reconstruction thru organization, detailed plans, and intelligent, critical supervision, where, after all, no reasonable nor satisfactory results are obtainable, except thru scholarship, skill, training, ability, and spirit in the teacher who stands before the class and does the actual work."

## The Educational Outlook.

(Report of an address by State Supt. W. W. Stetson, of Maine, before the N. E. A.)

"We are provisional and cosmopolitan, sectional and patriotic, individualistic and homogeneous," said Supt. Stetson. "Our provincialism is apparent to any one who studies persons gathered in any great national assembly. From one section come those who are conscious of possessing the prestige of age and tested systems. They know the past, delight in its record, and give much time to reciting its stories. They place too high a valuation upon what we have, and overestimate its usefulness in doing the work of to-day."

Supt. Stetson gave some attention to the character of training that is given children. "Parents have been putting too much of their vitality into their work and dissipation," he said, "and are endowing their offspring but sparingly with this gift. The control of the children in the home has been slight, fitful, and unnatural, and hence the greater need of firm intelligence, which secures unhesitating obedience in the schools, and thus saves authority from being defied. The desire for striking apparel, the ambition to be before the public, and the anxiety to be entertained have become so strong in many young people that they have lost all sane ideas they may have had of what life is.

"There have been too many centers around which the work of the school has been grouped," continued the speaker. "We have too long misconceived the scope and purpose of the common school. We are evidently close to a day when we are to sober off, recover our sanity, and realize that children are injured by being rushed thru things, and rushed from one thing to another. We have also been making the mistake of thinking that the average child can profit by the intricacies of the Hegelian philosophy, and the transcendental mysteries of the Herbartian pedagogy, during his grammar school course.

"We are seeking for teachers," continued Supt. Stetson, "whose manners, tone, carriage, and speech are in harmony with those found in our cultured homes. We no longer desire a tyrant or look for a czar. We read of an age when it was the work of the scholar to study books. We are enduring the horrors incident to a furor about the study of things. School-room instruction, as well as conception of life, is beginning to have perspective. We are beginning to realize that we are not educated until we can appreciate instinctively, and hence unconsciously."

## The Social Basis of Conscience.

Reports of an address by Prof. Josiah Royce, of Harvard university, before the N. E. A.:

"A moral being forms thru several stages of evolution. A child is taught by his elders how to behave. Society teaches us all our first principles of morality. On the higher levels of moral being the full-grown individual gets an idea of what is right aside from what is merely taught him."

Prof. Royce reviewed many of the conceptions of things sacred and compared the course thru which the savage passes, in order to discover moral truths with the road traveled by a child for the same purpose. The savage, he said, is extremely religious in the sense of being moved by a feeling of nearness to the next world, being surrounded by spirits. But this religion, he said, has no relation with what moral man would consider the true morality.

The child repeats somewhat the processes of development which are seen in the growth of consciousness in a savage race. Of all rational possessions, the conscience is the least innate. It is the crowning of a higher life. The morality of the child, as of the savage, is a customary morality. Many people believe that religious training is the first importance in the development of a child's conscience. In a general way, the speaker agreed with this view of the case; but the effect of religion on the conscience of the child, he thought, depended upon the child's conception of religion. If the child's religion is merely a fear of the anger to proceed from an unseen world, it is on the same plane of the "taboo" of the savage, and is far below the plane of conscience.

The voice of conscience is not heard by all men; and some who have never heard it, he said, are very good citizens, in their lines, but they are such citizens because they practice an imitative morality, and they are morally above the savage, not because of any higher light from within, but because the morality of the people surrounding them is above that of the tribe of the savage.



## Present Day History.

### Gladstone and Bismarck.

By the deaths of Gladstone and Bismarck,—the former May 19, the latter July 30—the world loses what history will probably call two of the three most prominent statesmen of our time, the third being either Pope Leo XIII. or Li Hung Chang. At any rate, Gladstone and Bismarck, more than any other two men of this century, have shaped the destinies of England and Germany. To estimate at the present time the real value of the services of each to his country and the world would be premature. The perspective of time will settle their claims in the annals of history.

#### Gladstone.

William Ewart Gladstone was born in Liverpool, Dec. 29, 1809. His ancestors for generations back had been dealers in grain. His father was a man of the shrewdest business ability, who accumulated wealth and gained distinction, in 1845, being made a baronet. Canning secured for him a seat in parliament, which he held for nine years. He was still a member when his distinguished son entered it, and witnessed some of his early successes there.

#### EARLY LIFE.

William Ewart was sent to Eton, and then to Oxford. Here he was graduated in 1831, with high honors. In college, he distinguished himself as a debater, and laid the foundation for that fund of eloquence, which was soon to be a largely contributing factor in his success. He went to Oxford a Tory, and became more strongly entrenched in his belief during his stay there. Later, in looking back on those days, he said that the great defect in Oxford's teaching was the setting of too small a value on "the imperishable and inestimable principles of human liberty." As the man grew older, his faith in human nature strengthened.

#### ENTRANCE INTO POLITICS.

After leaving Oxford, young Gladstone took the course of most young men of his day, and went abroad. He was in Italy, when he received word from the earl of Lincoln to hurry home to take a seat in parliament as the representative of Newark. He was then twenty-two years of age, and unknown, save to a few public men, who constantly kept their eyes on the rising young men of the time. He ran for parliament against a distinguished and popular lawyer, winning his seat because his constituents dared not oppose the will of the earl of Lincoln. Before he had been in parliament three years, Gladstone had held the post of lord of the treasury, and also that of under secretary of state for the colonies. In 1838, he published his first work, advancing the opinion that one of the first duties of the state was to teach religion. This radical view made him unpopular in some quarters, and later he doubtless changed his opinions on the subject, for he disestablished the church of Ireland during his first ministry. In 1842 he was Sir Robert Peel's chief adviser in the readjustment of the tariff schedules and the repeal of the corn laws. Here again his opinions must have changed, for the reduction of import duties was hardly consistent with the protectionist views with which he entered parliament. He was no time-server, for he resigned from the Peel ministry, rather than submit to the increase proposed by Peel in the endowments of the College of Maynooth. Such a policy was directly opposed to his published opinions. He re-entered the ministry later in the same year, 1845, as colonial secretary. He was an invaluable aid in the passage of Peel's great free-trade measure in the house of commons, his eloquence and power being exerted to the utmost. But this lost him his position and his seat in parliament, for the duke of Newcastle, formerly the earl of Lincoln, refused to sanction his re-election. The University of Oxford, however, honored him with an election, and kept him in his seat for eighteen years.

An incident which happened in 1850 brought out the kindly and sympathetic nature of the man. He was in Naples, and merely out of curiosity, attended the trial of M. Poerio, who was sentenced to several years' imprisonment and subjected to the worst of indignities and cruelties. He at once investigated the wrongs and cruelties done to the political prisoner; and in a famous letter to the earl of Aberdeen, exposed the whole system. Later, he advocated the independence of Italy.

#### THE HEIGHT OF HIS CAREER.

In 1852, the earl of Aberdeen formed a government, with Gladstone as chancellor of the exchequer. This marks his transition from a Tory to a Liberal. The Aberdeen government soon fell, and Gladstone went into opposition to the

Palmerston ministry, which came to power. In 1857, Mr. Gladstone made one of his famous speeches, condemning Sir John Bowring's methods in China. This defeated Palmerston. Mr. Gladstone, however, accepted the post of chancellor of the exchequer under the second Palmerston ministry, and in 1860, concluded a treaty of commerce with France, which, while it lasted, was greatly beneficial to both countries. In the same year, he pushed thru the house of commons, against great opposition, a bill for the repeal of the paper duty, to facilitate the diffusion of knowledge. The bill was rejected by the lords; the next year, Gladstone witnessed his project carried thru to success. This was essentially a Liberal measure, and his constituency was once and for all time, Tory. Their relationships became strained, and Lancashire asked Mr. Gladstone to stand as a Liberal candidate. This he then refused to do, but after he was rejected by Oxford, in 1865, he accepted the seat of Lancashire. In 1868, he was rejected, and returned by Greenwich. He then became first lord of the treasury and prime minister, retaining his position until 1874, when Disraeli came to power. Some of the important events of his administration were, in 1869, the disestablishment of the Irish church; in 1870, the Irish land bill; and in 1871, the abolition, by the use of the royal prerogative, of the purchase of commissions in the army. In 1874, the election went against him, and he resigned. His public interest did not wane, however, and he denounced the Beaconsfield (Disraeli) ministry for its course in the war between Russia and Turkey, and its blindness to the Turkish atrocities. Public sentiment was so aroused that parliament was dissolved, a new election held in 1880, and Mr. Gladstone once more made prime minister. Gladstone always denounced the weakness of Europe in dealing with Turkey, and his last public speech was a scathing arraignment of the Turk for the Armenian massacres of two years ago. He resigned his seat in parliament in 1894 and retired. His health gradually failed, until on May 19, 1898, he passed away, at the age of eighty-nine. He was buried in Westminster Abbey, as a tribute to his high qualities and distinguished services.

#### HIS CHARACTERISTICS.

Undoubtedly, much of Gladstone's power came from his masterly eloquence and the subtlety of his mind. He was a marvelous debater. He seemed to have that rare quality of being able to find good and sufficient reasons for anything that might be done; he could take either side of an argument and win. He had absolute control of his audience. One of his opponents said of him, after a speech, "So long as he spoke, I was his disciple. If he had told me to go out and set the town on fire, I should have gone." But behind this power was the sympathetic, large-hearted, keen, educated man; the man who loved justice, but tempered with mercy; who upheld the cause of the weak against the oppressor, no matter in what shape he came. Ireland, home rule, Bulgaria, Armenia, are words which call to mind only a few of the host of humane causes which received his most earnest efforts. In finance, his keen analytical brain made him a master, and his tariff schedules, to many so dry, were infused with the element of human sympathy by the man who distributed the burdens among those who could bear them easiest, and who fought with all his might the taxation of whatever tended to promote thrift, intelligence, and righteousness. He often seemed inconsistent, and undoubtedly was; but his mind changed as he gained new light, and he had the moral power to own it.

Gladstone often has been called a politician. Perhaps he was; but he was dealing with politicians in the whirl of political life. And he had what few politicians have—high ideals of the destiny of man, based on firm convictions of the right and confidence in "the imperishable and inestimable principles of human liberty."

#### Bismarck.

In Bismarck, we have a statesman of an entirely different order from Gladstone. The latter was dealing with the internal affairs of a nation; the former, with the existence of groups of nations.

Bismarck was born at Schoenhausen, April 1, 1815, educated at the Universities of Gottingen and Berlin, and studied law. While at college, he distinguished himself by his aristocratic audacity. He insulted students and professors alike, fought scores of duels, usually without the least harm to himself, and led a rough, and some might say, a disgraceful life. He was an inveterate drinker and smoker, as well as an expert horseman. His days in the class-room were few and far between; yet, in his room at night, he laid the foundation in the study of history for the wonderful work which was to be the supreme achievement of his life.

#### HIS DIPLOMATIC CAREER.

In 1847, he married, and thruout his life was a most devoted husband and father. The same year, he was elected to the united parliament of Frederick William IV. In 1851, he was sent to the diet of Frankfurt, to bring about an alliance between Austria and Prussia. The diet disgusted him by its diplomacy, and he did not hesitate to show it. Prussia had for years been snubbed by Austria; the growing national ambition in Bismarck's mind was galled by the fact. He foresaw that

Austria and Prussia must, sooner or later, meet in a clash of arms, if Prussia were to become a world power. In 1859, he wrote to Baron Schleinitz, "I see in Prussia's relations to the confederation an infirmity which, sooner or later, we must cure 'ferro et igni.'" Here was the foundation of the name he earned later—"the man of blood and iron." He spent three years in St. Petersburg as ambassador, and in 1862 was made prime minister of King William, of Prussia, whom his efforts were to make Emperor William, of Germany. A peculiar situation confronted him. The king wanted money to increase the army, in view of the impending conflict. Parliament would not give it to him. Bismarck took things into his own hands and raised the money. The army was equipped. This done, Bismarck turned his whole attention to the raising of a quarrel with Austria. This is how he succeeded: The duchies of Schleswig-Holstein were on the borders of Denmark, and to some extent, under its power. Yet, they were entitled in some cases to constitutions, and in others, to dynasties. But their sympathies and racial characteristics were German. The solution of the puzzle, said Lord Palmerston, but three men had ever understood—one of them died, one went crazy, and the third, himself, forgot the solution. The Danes wanted to unite the duchies to Denmark, ignoring their rights. The duchies rebelled. Bismarck determined to restore order. Austria, jealous lest the result should be the strengthening of Prussia, determined on a joint occupation with Prussia. This was carried out, and the Danes defeated. Austria then wanted to get out, but dared not. The friction was constant between Austria and Prussia, and soon came, in 1866, to the point of war. Bismarck was thoroly prepared. His diplomacy has disarmed interference from Prussia and England, and by lending an ear to Napoleon's proposals for a Franco-Prussian alliance, he put off the growing hostility of France. He then concluded an alliance with Italy, the enemy of Austria. Then Austria practically declared war. Bismarck's preparations were at once evident. Armies were hurled at Austria in quick succession, and she was rapidly overcome. His wisdom then was needed more than ever. France was menacing. A second war then would not be wise. So Bismarck took only Hanover, Schleswig-Holstein, and a few smaller pieces of territory. Out of this he formed the North German Union. Then he laid his plans for the formation of the German Empire. He made alliances with the smaller states, and secured the friendship of Russia. But Napoleon menaced more every day. He thought that Prussia was gaining power too fast. Then came the announcement from Spain that Prince Leopold, a Prussian, and a member of the royal family, was to occupy her throne. This France could not stand, and she protested with such vehemence that Leopold withdrew. This nearly foiled Bismarck's plan of war, and to force King William to his side, he resigned his position as chancellor. The king sent for him, notifying him that Napoleon wished King William to promise, in writing, never to push Leopold's claims to the Spanish throne. The king, on Bismarck's advice, refused to sign, and the whole matter nearly came to naught. But Bismarck twisted a telegram of the king's so that it would appear that Napoleon's envoy had been insulted, and sent the telegram to Paris. The French nation rose at once with the cry, "On to Berlin!" On the part of Prussia, the war was immensely popular. It was carried to a successful conclusion, and on Jan. 18, 1871, the German Empire was proclaimed, and on June 16, the German troops made a triumphal entry into Berlin. "The man of blood and iron" had achieved the goal he had worked for, and German unity was a fact. Bismarck was master of Europe. He formed the Triple Alliance with Austria and Italy, and forced France to pay \$1,000,000,000 indemnity.

#### LATER LIFE.

Here the great achievements of the iron chancellor end. In domestic affairs he was not a success. He fought the Roman Catholic church with money and laws; he expelled the Jesuits, banished officials, withdrew the German ambassador to Vatican, cut off the pay of rebellious clergymen, and many similar acts; but he retraced all later, and yielded to the church. He then fought with the social Democrats, but could not stay the rising tide. In 1888, the emperor died. It was a great blow to Bismarck, the man who made him emperor, and who loved him like a brother. After a few weeks of Frederick, the present Emperor William II. ascended the throne. Two years later, he dispensed with the services of Bismarck. It was inevitable, from the nature of the two men, Bismarck would not relinquish his authority, and William II. determined that he must. He left Berlin, and retired to Friedrichsruh. He criticised the young emperor and his arrogance. William retaliated in various ways. When Bismarck was eighty-two, however, a reconciliation was brought about, and several months ago, William visited him at his home. For nearly a year, Bismarck's health had been failing, tho his wonderful constitution kept him in cheerful spirits to the last. When it came to dying, the man who had loved and made the first Emperor William, and who had been deposed from his great power by the second, turned in thought away from the allegiance to the present ruler, back to his devotion to the former, and directed that the epitaph on his grave simply should be "A faithful servant of Emperor William I."

## Letters.

### "Marmion" in the Seventh Grade.

With me, "Marmion" has long been a favorite introductory work for higher work in literature, in teaching classes composed of boys and girls who were completing their seventh year of school work, preparatory to entering the high school. I have found that the study of literature is one which requires most careful attention, for the reason, that in no subject, in my opinion, will you find the average class in most public schools so unevenly graded. One boy eagerly devours "Robinson Crusoe" or "Tom Brown's School Days," while another boy, who is not even the equal of the former in mathematical ability, is poring over Irving's "Sketch-Book," Coleridge's "Rime of the Ancient Mariner," or one of Macaulay's essays. One girl will be delighted with "Uncle Tom's Cabin" or "Little Women," while another in the same class will be enchanted with "The Mill on the Floss" or "A Woman's Reason." In this subject, more than in any other, with the possible exception of drawing, you will find the greatest extremes. "Little Lord Fauntleroy" will be the favorite of some scholars, while others are enjoying "The Little Minister." It therefore behooves the teacher who would instill a love for good reading in those under his charge, to be most careful in the selection of the literary diet of his charges.

"Marmion" has the special advantage, that since because of its length, in most courses we shall be compelled to cut some of the cantos, the more advanced students can be encouraged to read the complete poem, while the ones whom we need to coax along, and, as Goldsmith expressed it, "gently lead the way," are interested in one or more of the cantos. The sixth, which is especially to be recommended, should at least be read by all. One of the principles of education which we should never forget, declares that a good model is always necessary. In this, my selection is surely up to the standard. Macaulay, who was often so pitiless in his criticism, remarked in one of his essays that "Marmion" is one of the best descriptive poems in our language. If the poem measured thus fully up to the standard of one who was himself a master of style, we may be sure we shall not go far astray, in recommending it to our pupils.

A further reason why I advocate the poem is because it becomes an equal favorite with girls, as well as with boys. At first thought, and to those who have not read the poem with classes composed of both sexes, the thought may be that because of its stirring action, the girls will not like it to the same extent as the boys. It will, however, be found, I believe, that because of the important parts played by Constance de Beverly and Clara de Clere, culminating in the sad death of the former, and the happy marriage of the latter to her true lover, De Wilton, the girls become quite fond of the story. We have also the scene between the dying Marmion and the forgiving Clara when the English knight, in his last agonies, begs for one cup of water, to slake his dying thirst, and Scott interpolates his famous quotation:

O, Woman, in our hours of ease,  
Uncertain, coy, and hard to please,  
. . . . A ministering angel thou!

This scene is one of many that may be mentioned, to show that the girls' interest may be sustained, as well as that of the boys. This fact is, to my mind, one of the poems' special merits. In contradistinction to this merit, I believe that such a poem as the "Ballad of the Revenge," by Tennyson, has so much of slaughter and warlike action that it would appear that the girls would be far less interested in it than the boys.

To carry out the modern idea of correlation, we have a splendid description of the days of chivalry, and many historical references which will doubtless encourage the students to consult carefully the actual facts in English and Scottish history, which the author has so cleverly woven with picturesque fancy, that the interest is well sustained throughout. The geography of southern Scotland and of northern England may be described, and to fully understand the beginning of the border troubles, reference should be made to the history and ge-



ography of France. These references, and also allusions and rhetorical figures of any kind, should not be entered into with too great detail.

One further advantage: Scott tells his story with the vividness of an eye witness, and his pictures have such real life that we are carried back nearly six hundred years, and with him we tread the moors of Scotland. We see Constance committing the forgery. At dead of night, when Marmion rises to seek the charmed ring, we see the elfin knight he fain would conquer. The clang of the drawbridge, over which the trusty steed of Marmion safely lets him escape from the anger of the haughty Douglas, has a real significance, and the battle scene, with "Charge, Chester; Charge! On, Stanley; on!" has been so often declaimed that the words are almost threadbare.

I shall make but a brief reference to the constant appeal which Scott makes to sentiment and the ethical emotions, and to the all-pervading patriotism which alike inspires the Scot and the Briton. These characterize the poem, and are decided advantages, though they also may be claimed as the merits of many other works by other authors.

If the full poem be attempted, its division into cantos, which are usually still further sub-divided, is very helpful. The change in the meter is also an advantage, and is very restful to the eye and the ear. It also helps in the mere reading or declamation of the poem.

I wish to refer to another pedagogic principle; that which modern pedagogy so strongly emphasizes; namely, the importance of the objective basis. We cannot, it is true, carry this out to a full extent, though a sight of the Scottish heather will stir most boys to heights of enthusiasm. Sir Walter Scott's poem is, however, essentially an objective one. We see and hear real persons. The banners of the combatting hosts are ever streaming before us! The arrows fly in the air! Lance strikes against helmet! We can hear the shouts of "Victory"! The border slogans of the Clans rend the sky! All is made active and objective—and to me, the chief charm of the work, especially for seventh-year pupils, is that the merely subjective details are so carefully kept in the background.

When the poem has been completed, the pupils ask, "What else did the author write?" This is the teacher's golden opportunity. Now we can advise their self-directing energies to higher literary work. The girls who are naturally in favor of poetry will be advised to read "The Lady of the Lake" or "The Lay of the Last Minstrel." The boys who can be directed to read "Ivanhoe," and to them the return of Richard Coeur de Lion from the Holy Land, will give a new life to the history of the Crusades. "Quentin Durward" will attract both sexes, and give such an added charm to the times of Queen Bess that the scholars will instinctively be drawn to the Bard of Avon, the central literary figure of the Elizabethan era, and they will then have unfolded to their delighted gaze the inexhaustible wealth of Shakespeare.

In support of the above plea for the importance of introducing our scholars to an earlier acquaintance with the works of Sir Walter Scott, let me close by quoting the following from an address which Dr. Wm. T. Harris delivered before the National Educational Association at the last meeting, held in Milwaukee, 1897: "What a large family of men and women, heroes and cowards, learned and simple, Walter Scott has motived in his poems and novels. It is a liberal education to be familiar with his works. Once a taste is formed for a work of the great author, a culture is begun that will go on throughout life."

Edward W. Stitt, Pd.M., Principal P. S. No. 89, N. Y. City

### Kindness in Sparrows.

Several years ago I had the opportunity of watching the doings of some sparrows who had built their nests under the roof of my house. One morning one of the sparrows fell over the side of the nest, and broke its wing. Several other sparrows came at once to see what was the matter, and seemed to be considering what could be done. At last two of them flew away, and soon returned with a small twig. They placed underneath the wounded bird's wing, and, taking hold of each end of the twig in their bills, bore their unfortunate companion in safety to its nest.

## Schoolmaster and Bull-Fighter.

THE SCHOOLMASTER.

"Don Pedro Pablo Gil, the schoolmaster at Lorca, died in a hospital because for years his salary had been detained from him; he died in utter misery. And the schoolmaster at Coy—in the same municipal district, Lorca—had the misfortune to see his poor wife die of hunger. A few months ago he found himself compelled to walk to Murcia, the chief town of the province, thirty-nine miles from his home, where he might beg, etc., etc."

Such was the information recently telegraphed from Lorca to the daily newspapers of Madrid. The town of Lorca now owes to its thirty-five school teachers the trivial sum of 75,000 duros; that is, it owes to each of them from \$2,000 to \$2,500. Since the first of July, 1897, these poor creatures, whom circumstance has consigned to hunger, have received only three months of their salaries. They could easily live on that, it must be admitted, if they had the income of a bull-fighter, or the pension of one of those ministers, the duration of whose functions never exceeds twenty-four hours; but in that district, as elsewhere in Spain, a teacher usually receives \$100; and those teachers who receive \$250 are rare indeed. The aggregate of unpaid salaries now due to the teachers of the public schools is millions of dollars; and in the whole Spanish kingdom there are only a few provinces which have satisfied entirely their obligations to the schoolmasters. In this respect, matters are very much worse in sunny Andalusia than in all the other provinces of Spain taken together. In that province, there are villages and hamlets whose schools were closed many years ago, because the teachers either became incompetent from hunger or, not relishing the prospect of such an extremity, sought employment elsewhere; but this is very difficult to find.

This state of affairs need astonish no one, for the preparation of teachers for the public schools is ludicrously defective. Certainly there are teachers' seminaries in Spain, but schools for teachers; and the young people there who dedicate these cannot be compared even remotely with the American themselves to the profession of teaching are only very seldom in a position to afford the luxury of a seminary curriculum. Usually, they educate themselves with the aid of information given them gratuitously by the younger students of the high schools, the older students refusing to give any instruction to the aspirant to a teachership in the public schools, because he cannot pay more than five cents for a lesson. It may be remarked at this point that in Spain, a boy with the exercise of ordinary diligence can enter a university at 14, and be graduated not later than his nineteenth year. Of the physicians graduated at eighteen it may very pertinently be asked, "Have they ever spared their man?"

It is a palpable truth that the teachers of the Spanish public schools come from the lowest ranks of the people. Who, of any evident importance, could think of devoting himself to a profession, the only real emolument of which is constant hunger? When it is asked if there is any phase of ignorance with which they may not be charged, the question is not extravagant. The ignorance of the typical Spanish village schoolmaster would infallibly provoke a smile of derision from any alert, ambitious American child in the lowest primary grade.

That these schoolmasters are the most contemptible sycophants of the priests, and seek to surpass a Torquemada in religious fanaticism, that they permit themselves to be used and abused as the most docile tools of the caiques (the supreme masters of the rural communities), and lend themselves to the most infamous trickery, especially when elections occur, is only the inevitable consequence of their origin and their social position. This latter is very low, indeed; a skillful workman who can rely on the service of his hands is much more valued and esteemed by Spanish society than a schoolmaster, who is only too often deemed worthless. Years ago the writer met a schoolmaster who worked as a swineherd during the day, and in the evening taught the young scapegraces of the farmer who employed him the arts of writing and reading. Many a schoolmaster, to whom a school board owes hundreds of dollars, wanders from one cortajo (country house) to another, offering his knowledge for a meal, a pair of old shoes, or any other thing of which he has most urgent need; not only is this true, but it is equally true that, not very long ago, in the province of Malaga, permission was given to certain teachers to beg publicly. This statement seems monstrous, but it is valid.

In the towns and in the cities of Spain the position of the teacher is, naturally, much better, though it cannot be denied that even here the ignorance of the people would astound Americans, as a large percentage of the people receive absolutely no scholastic education at any time in their lives. If the daily newspapers of Madrid are to be believed, the number of illiterates of Spain represents approximately seventy per cent. of its whole population. Whether the census completed last January will show a better result remains to be seen.

There is no need, consequently, of any wonder at the fact that the number of crimes committed is simply frightful; all the penitentiaries are overfilled; the newspapers give extended reports daily of new murders, the details of which make even the robust nerves shudder; during the last eight or ten months large numbers of persons have been sentenced to death, and the executioners prosper accordingly.

#### THE BULL-FIGHTER.

If the situation of the schoolmaster is thoroughly miserable, the career and environment of the bull-fighter, who, like the former, comes, with few exceptions, from the dregs of the people, are splendid. This was made evident recently by the events connected with the death of the celebrated bull-fighter Frascuelo.

Although Frascuelo retired nine years ago from his profession with a fortune of hundreds of thousands of dollars, he was still the idol of all Spaniards. The daily reports which the newspapers gave of his last illness were usually a column in length; his residence was constantly besieged by his admirers; the queen regent, born an Austrian grand duchess, sought and obtained daily information about the condition of the dying torero; the Infanta Isabel paid him the same attention, and for their expression of sympathy, these ladies won the gratitude of the whole Spanish population, and were greeted with words of praise by the daily press.

Finally, the death of the idol of the Spaniards, the great Frascuelo, or Frascuelo the Great, occurred. Everywhere in his native land men, women, and children discussed this momentous event, which, in the opinion of his staunch admirers, shook the whole world. The disastrous trouble in Cuba, the threatening clouds of war with the United States, and the hopeless entanglement of the Spanish finances seemed to have been utterly forgotten, or to have been wholly obscured by his demise. The daily press spoke of him in long editorial articles, and an elaborate biography, and published numerous photographs of the hero; the illustrated periodicals rivaled one another in the elegance of the illustrations with which they sought to honor him; and of the publications there was not one that did not devote several pages to the man and his career. The best authors of Spain did not hesitate to prepare eulogies on the idol of the nation.

And then the funeral! From near and far, from all corners of Spain, thousands and thousands streamed to Madrid, to honor the Great, the Unique Frascuelo. In a hearse drawn by eight horses, the most elegant the chief city of the land could afford, the earthly remains of the bull-fighter were borne to their last rest. Numerous carriages, filled with enormous wreaths, followed the hearse, and these were followed by an almost interminable chain of carriages, containing his mourning admirers, and behind these were thousands, who walked in the cortège, which, in its procession through the city to the cemetery, passed over a most circuitous route. A stranger would have declared that it was the funeral of a king! Even the queen regent and her splendid escort had taken a position from which to view this spectacle; and for this further expression of her interest in their idol, the people praised her with ardor. The funeral of King Alfonso XII., and that of the statesman Canovas del Castillo, who was smitten to death by the infamous hand of a murderer, were not more gorgeous, with the difference that the splendor of these two funerals was derived from the large number of regiments in gala uniform, while that of Frascuelo lay in the enormous multitude that followed his remains. The bones of the bull-fighter now rest in a magnificent mausoleum; to his family he bequeathed a fortune of \$175,000, and for him a nation mourns.

Only a few, a very few, newspapers had the courage to criticize with a sense of shame this unprecedented glorification of

the bull-fighter; their deprecation was moderate, indeed; otherwise, they would have exposed themselves to the inexorable rage of the people. They may shamelessly vilify recognized statesmen, insult the king, slander the queen in the most impudent manner, prophesy the ruin of Spain, blaspheme even God in heaven, and be sure of pardon from the sovereign people; but let them publish one word of rigidly adverse criticism of the popular stupendous eulogy of the bull-fighter and they will not need to give the people a second incentive to those under whose control they are published.

A bull-fighter is simply greater than the greatest statesman, than the king, than the queen, than the welfare of the nation, than religion; he is precisely all and everything; he is manifestly the "honor of the nation," and woe to him who dares to doubt this fact! Tedesco.

#### Note-Books

A pupil should be early accustomed to use a note-book; for one purpose they are very useful, and that is to enter things to be looked up. I had to-day, for example, the map of Africa before the pupils; the Island of St. Helena was named. For what is this island noted? was asked. "Put St. Helena under things to be looked up," I said. In a few days there will be an overhauling of note-books, and among the subjects discussed this island will come up. I make it a special point not to tell them, but I do refer them to books for information, such as cyclopedias and works of reference.

I ask this question: What name have you heard, of which you know nothing, or, at any rate, very little? Several are given, as Ivanhoe, Daudet, Zola, Nero, Alcibiades, Peter the Great, Goldsmith, etc. These go into the note-books. Sometimes I assign these as subjects for the older pupils, and essays are written and read. In this way, quite a broad foundation is laid; the pupils learn numerous things not put in the school course.

For one page, let them put down the books they have read, the title, and author; on another page, the books they are to read. For older pupils, I have been accustomed to classify these under history, biography, etc. In a school, under one teacher for several years, the pupils should become acquainted with a good many authors.

The older pupils will have a page to copy short extracts from Shakespeare and other noted authors. The note-book, for those in the Third Reader, may be a small one; for those in the Fourth, it may become quite a good-sized volume. Scholars learn to love their note-books after a time. I make a distinction between the memorandum-book and the note-book to be used in taking notes of lessons in high schools; the latter is quickly used up and thrown aside; the former may last the entire school life.

The teacher will find it best for him to have a note-book also; I have kept one many years; it is a large book of 300 pages. It has extracts, queer queries, problems, and suggestions. On turning this over, I am often surprised to see something that I might have had to hunt among books for hours to find. Alpha.

#### Nature Study and Nature's Right.

There is another study which should go hand in hand with nature work, nature's rights; people's rights. Too many little feet are learning to trespass; too many little hands are learning to steal, for that is what it really is. Children are young and thoughtless and love flowers. But does loving and wishing for things which are not ours make it right to take them? If the teacher can develop the love of nature, can she not develop the sense of honor also? Cannot the moral growth and the mental growth of the child develop together?

To love nature is not to ruthlessly rob her of her treasures. Therefore in collecting for the school-room teach the children to use thought and care in breaking the tender branches. They should remember that each flower on the fruit tree will in time become fruit. Mother Nature has taken time and loving care to bring forth the leaves and flowers. The different parts of the flowers may be studied without sacrificing many blossoms.

And the birds, why rob them of nests or eggs? Many ways can be found for studying nests, eggs, and birds, without causing suffering. Nature and science study, taught by the thoughtless teacher, can do much harm. A. G. Bullock.



## The School Journal.

NEW YORK AND CHICAGO.

WEEK ENDING AUGUST 27, 1898.

We suggest to the managers of the N. E. A. that they pursue the system of registry employed at the National Club meeting at Denver. The name of every woman in attendance at the convention was, two minutes after registration, promptly accessible. The card system in service at libraries was made use of. The third day of the convention the credential committee distributed its report, with the name of every club represented, and every delegate and member of a standing committee.

*The School Journal* steadfastly maintains that all professional examinations should be conducted under the auspices of a professional body by competent professional examiners. New York city has made the mistake of giving the civil service board power which means practically the selection of some of the highest officers in the school department. Thus, absurd as it may sound, it is true that to this board has been entrusted the choice of examiners whose duty it is to determine the fitness of persons desiring to teach in the public schools. In other words, the civil service board virtually controls the examination of teachers in the metropolis.

It is not our object to discuss here the questions submitted to the applicants for examinerships; we leave this for next week. The inefficiency of the civil service board has been sufficiently demonstrated by the manner in which the latter examination was handled. Firstly, it was postponed several times and finally took place August 1 and 3. Next the reading of the papers was delayed, and besides the chief examiner refused point blank to give Supt. Maxwell any satisfaction as to the date on which the completion of the eligible list might be expected. At the time of this writing it is still doubtful when the latter list will be made public. To anyone at all acquainted with school affairs, it is evident that this dilatoriness blocks the progress of all work. No teachers can be examined until the examiners have been appointed. To the candidates for examinership it means troublesome suspense. The institutions with which they are connected are left in doubt as to whether their services will be retained another year. For all the annoyances involved in this state of uncertainty, the civil service board is directly responsible and has thereby proved its incompetency, at least as far as school matters are concerned.

Should a pupil taking a classical course in a high school be given manual training? This question comes to us from a mother whose daughter is desirous of fitting for college in the shortest time possible. We

think we must advise this anxious mother, that it will be a fortune for her daughter, from an *educational* point of view, to have a training of the hand in addition to the drill in a dead language. Without manual training some important areas of the brain receive no development and are useless. It has been often said by teachers of manual training, that pupils supposed to have mental ability in the classics reveal mental weakness when set to doing something—an inability to think and reason on simple matters—such as the sawing off of two boards of the same length. Their ability in the classics was not a sound ability; they needed to know matter and its laws.

### The Attendance at the N. E. A.

The number of active and associate members enrolled at the meeting of the National Educational Association in Washington, July 7 to 12, was 9,384. Of these, 5,203 came from the North Central states, 1,772, from the South Central States, and 1,358, from the South Atlantic states. Of the various states, Ohio led in number, with 1,213. Illinois was a close second, with 1,181, Missouri being next, with 762. Indiana sent 534, Pennsylvania, 507, Kentucky, 393, District of Columbia, 374, and New York, 347. Illinois had the largest number of active members present—96. Idaho and Nevada were the only states not represented. Canada sent seven representatives, Mexico one, and the Argentine, one.

### State Superintendents' Salaries.

The salaries of some of the state superintendents of public instruction are as follows: New York, \$5,000; Illinois, \$3,500; Pennsylvania, \$4,000; New Jersey, Missouri, Rhode Island, and Colorado, \$3,000; Indiana, Kentucky, Minnesota, Montana, Texas, Washington, New Hampshire, and New Mexico, \$2,500; Nevada, \$2,400; Louisiana, Mississippi, Nebraska, California, Florida, Kansas, Vermont, Virginia, Wyoming, and North Carolina, \$2,000; South Carolina, \$1,900; Oregon and Arkansas, \$1,800; West Virginia, and Idaho, \$1,500; Wisconsin, \$1,200; Michigan, \$1,000; and the Indian Territory, \$600.

### Teachers' Contracts.

Boston, Mass.—The New England Association of School Superintendents has bound itself collectively and individually to the following report of its committee on teachers' contracts:

- (1) That no attempt should be made by superintendents, or those in charge of school affairs, to induce teachers to leave their positions immediately before the beginning of the fall term or during the first and the last month of the school year.
- (2) That no attempt should be made to induce teachers to leave their positions, except after notice of four weeks.
- (3) That no teacher should be considered an available candidate for a new position until he shall have served at least one year at his present position, unless he has made it a condition of acceptance that he may leave at any time after proper notice.
- (4) That teachers should be mindful of the interests of the schools in which they teach, and be unwilling to leave their positions unless released by those who have employed them.
- (5) That teachers should be unwilling to leave positions wherein they have not served at least one year, unless they have made it a condition of acceptance that they may leave at any time after proper notice.
- (6) That it is the duty of school authorities, after notice of four weeks, to release teachers who can materially better themselves, unless there are unusual circumstances making such a change exceptionally injurious to the schools.
- (7) That we deprecate any contract with teachers which is made mainly for the benefit of district, town, or city, whereby school authorities seek to obligate teachers to a greater degree than they obligate themselves.

**Harvard's Education Courses.**

Harvard university will continue this year the courses in pedagogy which have been so successful in the past. They are in charge of Prof. H. P. Hanus, with Mr. Locke as assistant. The aim of the courses is threefold—to discuss education as an important function of society; to offer to university students the necessary professional training for teaching, and to teachers, professional inspiration and guidance; and to offer to university men with teaching experience, and all other teachers, professional training for future usefulness as principals and superintendents. The courses cover the history of education, an introduction of educational theory, the organization and management of public schools, academies, and city school systems, methods of teaching elementary and secondary school subjects, and a pedagogical seminary for higher subjects.

**Some Important New Rules.**

Manchester, N. H.—The board of education has made a number of important changes in the school rules. The teachers are forbidden to have private pupils or to keep what may appear to be private schools. Heretofore, they have been allowed to teach two hours after school. It is claimed that this privilege has been abused, some of the teachers even using their class-rooms for private teaching, while the city paid the extra expense of light and heat.

Another important change is in the rule relating to corporal punishment. It was found that under the old rule abuses existed, teachers constantly sending pupils to the principal, that he might inflict the punishment, instead of inflicting it themselves, as the rule required. The rule now provides that corporal punishment may be administered only when milder measures fail to secure obedience, and then by the teacher in charge of the refractory pupil, unless the latter makes too much resistance. Upon the infliction of the punishment, the teacher shall make a record of the offender, the method and extent of the punishment, and the date, reporting the same at once to the superintendent. No such punishment shall be administered during a school session.

**Good Results in Texas.**

Austin, Tex.—State Supt. Carlisle, in reviewing the work accomplished in the state schools, recently brought out the fact that the available state school fund has been increased by at least \$450,000 a year from the increase in state school taxes, and also that the sum of \$600,000 a year has been saved by abolishing the system of using state and county funds for the purchase of maps, charts, and other appliances, and that at least \$450,000 has been saved by requiring the school census to be honestly taken.

In the last four years a deficiency of \$650,000 against the fund has been wiped out, the apportionment has been raised from \$3.50 to \$4.50, and a full six months' term assured, under state auspices.

**Boston's Large Increase.**

Boston, Mass.—Supt. Seaver's annual report, recently submitted to the school committee, shows a great increase in school attendance in the last five years, the total membership rising from 65,000 to 75,000. Supt. Seaver estimates the rearrange in school accommodations at \$1,000,000. He says that for 1899 \$1,500,000 will be needed for school expenses, exclusive for a site and building for the normal school.

The superintendent strongly urges his plan for the retirement of teachers on reduced pay. Inasmuch as a pension system does not seem possible under the law, he proposes that retired teachers render such service as they can to the schools. The teachers taking their place would receive the minimum salary. If the retired teachers had continued, they would have received the maximum salary. Supt. Seaver proposes to pay the difference between the maximum and minimum to the retired teachers. This would give the city a force of supernumerary teachers, which is much needed.

**Nature Study in 132.**

Public school No. 132, 182nd street and Wadsworth avenue, has grown so rapidly that the board of education intends to transfer it to a new building, which will soon be erected on 183d street. Four years ago, this school was in the country; but the city has grown rapidly in that direction, until now there are rows of houses all about it. There is a fine chance for nature study in the locality, for the children can find, in the fields, near by, flowers, crickets, grasshoppers, and toads. The principal, Miss J. G. Hill, has taken advantage of these opportunities, and nature study is much enjoyed in the school.

**South Carolina State Teachers' Association.**

Harris Springs, S. C.—The South Carolina State Teachers' Association met in this nearly ideal spot July 1. The convention was called to order in the evening by Supt. W. H. Hand, of the Chester schools, and Col. J. H. Wharton delivered a graceful speech of welcome. Pres. Hartzog, of Clemson college, responded. He urged that the state spend more money on its schools, and try to lower its percentage of illiteracy.

Prof. Brown, of Converse college, president of the association, was then introduced, and read a paper on secondary schools. He said that the school system needed much revision. Primary schools, exactly uniform in courses, salaries, etc., should be located at convenient distances, and should do purely elementary work. High schools should be centrally located in the towns.

Rev. J. B. Game, of the Cokesbury school, spoke on "The College Preparatory School." He held that it had a distinct place, as graded schools did not prepare for college, and the student should be thoroughly prepared.

All the sessions of the convention were well attended, and much enthusiasm was shown. About three hundred teachers were present.

**Southern Illinois Teachers' Association.**

Belleville, Ill.—The Southern Illinois Teachers' Association held an enthusiastic convention, beginning June 30. One of the features of the convention was an address delivered by former vice-president of the United States, Adlai Stevenson. He was introduced by the Hon. J. Nick Perrin. Mr. Stevenson compared the French and English governments with our own, and showed the points of superiority in our favor. His address was filled with historical allusions, and showed much clear thought and historical research. About 450 teachers were present at the convention.

**Washington State Teachers' Association.**

Tacoma, Wash.—The closing session of the State Teachers' Association was held July 1. Olympia was selected as the place of meeting for next year. The committee on legislation reported that the compulsory term of education should be extended from three to six months; that the legislature should appropriate for education the full sum allowed by statute, \$2,500, in excess of the superintendent's salary; and that state text-books should be selected because of pedagogical value, rather than because of cheapness. The committee on institutes reported that institutes be held annually in each county or combination of counties; that the state be districted by the county superintendents, not less than ten counties to a district, each to hold sessions that may occur consecutively; that the county superintendents prepare a two-years' syllabus of work; and that in counties having less than forty school districts, the commissioners set apart \$100 annually, and in all other counties \$200 annually for an institute fund.

**Georgia State Teachers' Association.**

Indian Spring, Ga.—The State Teachers' Association meeting, which closed July 2, was the most interesting and profitable session in its history. Nearly 500 teachers and visitors were in attendance. Atlanta sent a party of fifty.

The most interesting address of Friday's session, and one of the most interesting of the whole convention, was given by Miss Mamie L. Pitts, of Atlanta, on "The Question as to Literature in a State Course of Study for the Common Schools." She showed that it was as much the duty of the teacher to teach children what to read as how to read. She urged that mythological tales or interesting biographies be introduced to the children along with more solid matter, that their interest might be kept fresh. She mentioned well-known cases where the minds of famous men had been opened to new life by the reading of a good book. She pleaded that the children might be introduced to the ennobling companionship of the great thinkers of the world before being set adrift to make themselves men and women of our nation.

*The Journal* is growing better every year. I have had mine durably bound for a number of years. These bound volumes constitute a most valuable pedagogical library.

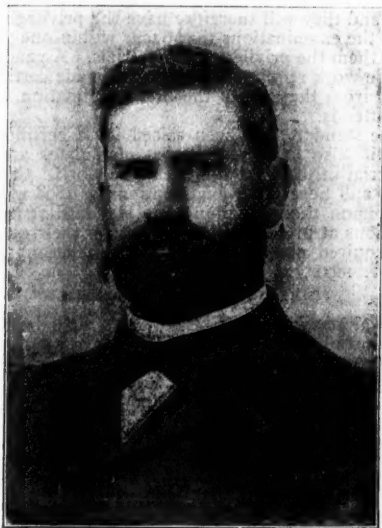
Supt. Henry G. Williams.



### The Schools of Hawaii.

There are two classes of schools, government or republic and private. According to the recent report of the minister of public instruction, there are 132 public schools, with an attendance of 10,542 pupils, and 60 private schools, having 3,954 pupils. All public schools are under the direction of a board of education, consisting of the minister of public instruction and six members. These officers are residents of Honolulu, meet once a week, and receive their appointment from the president.

The ignorant heterogeneous, non-citizenship population, would make district organization a miserable failure.



Henry S. Townsend, Inspector-General of Schools, Hawaii.

The large private aid given to education is due to the benevolent missionary spirit which first brought the islands under civilization.

The number of teachers in the public schools is 298; in the private schools, 209. The percentage of male teachers is 41.3 per cent., with an average monthly salary of \$74.55; the percentage of female teachers is 58.7 per cent., with a corresponding salary of \$55.18. The average number of pupils per teacher is 35, educated at an annual cost of \$21.17 per pupil.

It is interesting to note our cosmopolitan population. The number of pupils of different nationalities is as follows: Hawaiians, 5,330; part Hawaiian, 2,479; American, 484; British, 280; Germans, 302; Portuguese, 3,815; Scandinavians, 106; French, 2; Japanese, 560; Chinese, 1,078; South Sea Islanders, 10; other foreigners, 76.

There is compulsory education for all pupils between six and fifteen years of age, and as a result, the yearly per cent. of attendance is 92. Quite a number of schools, favorably situated, have an attendance of 97 per cent. The government employs sixty truant officers to enforce attendance.

Teachers have little to complain of; their position is practically a permanent engagement; i. e., they are not employed under yearly contracts. There are three terms, aggregating thirty-nine weeks. At the end of each of the twelve calendar months, the teachers receive their pay. School begins at 9 A. M., and closes at 2 P. M., having a recess of fifteen minutes and an intermission of thirty minutes. Another attractive feature is, that the government furnishes cottages for the principals, which are shared, when convenient, with the assistants.

The location of the islands, there being four of the larger ones, separated by twenty-five to seventy-five miles of water—makes frequent inspection difficult. The inspector-general aims to visit each school one day in the year, besides attending to his other duties. Beyond this, it is an exceptional occasion for any school to receive a visit from a school officer. As a rule, the teachers feel this trust, and realize the responsibility resting upon them.

Each island is divided into districts, or townships, which have their local teachers' associations, and each island has its yearly association. All unite in a national association, held annually at Honolulu.

All the school buildings are frame, one story, and surrounded with a spacious, grassy yard of rarely less than one acre, which is enclosed by a board fence, usually whitewashed. Nearly all of the schools are supplied with hydrant water, and favored by a liberal number of shade trees. On account of the climate, doors are kept open throughout the day, and pupils rarely wear shoes, which is a great relief to teachers.

Our motly mass of pupils may shock some teachers, but I

can assure the readers of *The School Journal* that teachers enjoy their work as well here as anywhere, and have less trouble. Discipline is very easy. These children don't possess that restless, mischievous nature that is met in the Anglo-Saxon child. They are pliable, courteous, if taught to be, and aid the teacher in all possible ways.

Unlike American pupils, the pupils do all the janitor's work, clean yard, whitewash, etc. While their clothing is cheap, they are careful to have it clean and neat. Not as great progress is made as with Anglo-Saxon pupils, but it must be borne in mind that they know, and can speak, two languages, one of which is learned at school, and through this imperfectly understood medium they acquire all their learning.

To see 7,000 people of the Teutonic-Anglo-Saxon blood, controlling and Anglicizing over 100,000 people, gathered from the four quarters of the earth, is a heroic work, but our kindred across the ocean must look with pride upon what their blood can do. Rarely, if ever, has there been a more signal example in history where a people, one by one, have entered a strange land, acquired the government without bloodshed, imported labor from all sections of the globe, and then changed this heterogeneous mass into unity, more completely than is being done here.

Foremost in accomplishing this work is the Inspector General, H. S. Townsend. Energetic, progressive tireless in his efforts, with tact for the many difficult duties, he is eminently fitted for his position. Nor is the board a political body, but each member is appointed solely for his or her fitness for this responsible office.

With a normal school supplying us with teachers, and a summer school that has just closed, with Col. Francis W. Parker in charge, as conductor, the old methods are giving away to the progressive spirit of modern education.

Hanahepe, H. I.

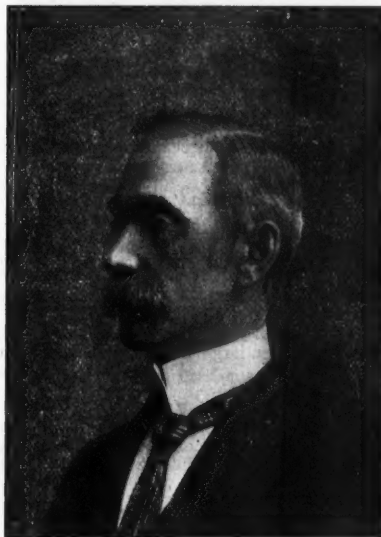
H. H. Brodie.

### The Public School System of Richmond, Va.

The estimated population of Richmond is 100,000. Of these 23,933 are school children; 14,821 white, and 9,112 colored. The total enrollment of pupils is about 12,000. There are 253 schools; 152 white and 101 colored. For these there are 251 teachers. The total appropriations are about \$155,000. The average annual salary of the teachers, excluding principals, is \$445.

#### PROMOTION OF PUPILS.

The pupils are promoted by examinations averaged with their recitation marks. Two official examinations for promotion are held during the season—the intermediate examination in February and the final examination in June. In the first, second, third, fourth, fifth, and sixth primary grades the pupils are required to obtain an average of 80 per cent. in their examinations and to have the approval of the teacher to secure promotion. In the seventh and eighth primary and in all the grammar grades (except the sixth) the pupils must get an average of 75 per cent. in examinations, with not less than 50 per cent. in arithmetic and grammar. In the sixth grammar an average of 75 per cent. with no examination less than 70 per cent.



J. Taylor Ellyson, Pres't City School board, Richmond, Va.

In the Richmond high school and the colored high and normal school the pupils are required to get an average of 75 per cent. in all studies and not less than 60 per cent. in any one to secure promotion. A monthly review is held on the last Friday of each month. Every examination is preceded by a thorough review of those studies in which the pupil is to be examined.

## THE SCHOOL YARDS.

The school yards are used only for play. The scholars are not restricted during recess.

## VACATION.

The summer vacation lasts three months. Besides this there is a Christmas recess lasting from December 24 to January 6, and all legal holidays are observed.

## TEXT-BOOKS.

Lists of text-books for use in the public schools are made out by the state board. The city school commissioners select books from this list. The pupils are obliged to buy them.

## SANITARY ARRANGEMENTS.

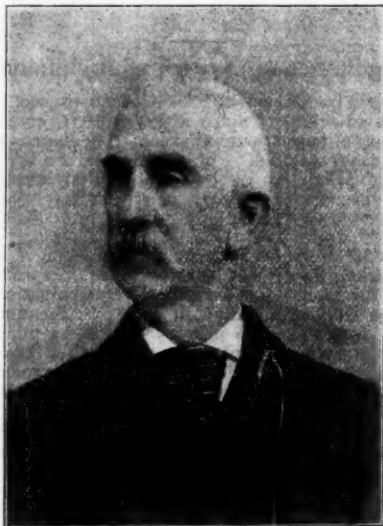
The sanitary arrangements—though not of the best in all the schools—are being improved as much as possible. They are much better in the new schools.

## SCIENCE WORK IN LOWER GRADES.

There is no regular science teaching in the lower grades except some nature studies. These are not used in connection with geography, however.

## LITERATURE IN LOWER GRADES.

No literature is taught in the lower grades. No time is found for anything except the readers. The superintendent says that the pupils need such a drill in learning to read that the readers are all they can attend to.



State Supt. J. W. Southall, Virginia.

## MORAL TEACHING.

The moral teaching is both direct and indirect. The schools are opened by a religious exercise every morning.

## APPROPRIATIONS.

Mr. Wm. F. Fox, who is the superintendent, says that the city council has reduced the appropriation for schools, thereby rendering the proper maintenance of the schools more difficult.

Classes in cooking have been organized and have been doing most satisfactory work under a skilled instructor.

There are several night schools, white and colored. The attendance at these has been large and the progress of the pupils rapid.

## Friendly Words.

*The School Journal*, New York, comes to us a mammoth number of 88 pages in handsome cover, and contains, in addition to its usual choice educational literature, a complete catalog of school supplies. *The Journal* is among the few teachers' journals published weekly and should be among the mail matter of every teacher, a constant or, at least, weekly reminder that there is, perhaps, a better way of teaching even than that of the "jolly old pedagogue" who "kept the school where he killed time and flies so many years ago." Fifty visits a year of "The cleverest possible statement of truth in the light of to-day," of "The most successful methods pertaining to education," and of "The most philosophical methods of teaching" ought to and will put new life into the most stolid and make teaching a pleasure to those having "aptness to teach." In considering what pedagogic literature teachers shall provide themselves with the coming year let them address E. L. Kellogg & Co. and get a list of their publications.—From "Austin Co. Times," Texas.

## Changes New York State Teachers' Examinations.

The following changes, to take effect Jan. 1, 1899, have been made in the regulations in reference to uniform examinations for commissioners' certificates, established for the guidance of school commissioners in the state of New York:

## SECOND GRADE CERTIFICATE.

Days for holding examinations:—Examinations for certificates of this grade shall begin on the second Thursday each of January, April, August, and November, and shall continue two days.

Number of trials allowed:—Candidates will be allowed one year in which to complete the work required for certificates of this grade, and they will therefore have the privilege of attending each of the examinations that occur within one year, which will accord them the privilege of four trials. A candidate must complete the work required for a second-grade certificate within one year from the date of the first examination which such candidate attends.

While the standard has been raised for a certificate of this grade, it will also be observed that candidates are given an additional trial in which to complete the work. Candidates in the August and September examinations of 1898 will be given certificates upon their obtaining the standard required under the regulations at present in force, or upon their obtaining the standard required under the amended regulations going into effect Jan. 1, 1899.

## THIRD GRADE CERTIFICATES.

Educational requirements:—Candidates shall be required to pass an oral examination in reading, and a written examination in arithmetic, composition, geography, grammar, orthography, penmanship, physiology and hygiene, American history, and school law.

Standing required:—Candidates for certificates of this grade must attain a standing of at least sixty-five per cent. in school law and of seventy-five per cent. in the other subjects.

## TRAINING CLASS CERTIFICATES.

Dates of examinations:—The examinations of training classes shall begin on the third Wednesdays of January and of June, and shall continue three days.

## DRAWING CERTIFICATES.

Dates of examinations:—The examination for certificates of this kind shall be held in August, on the Thursday and Friday of the week on which the examination for state certificates is held.

## GENERAL REGULATIONS.—MERIT LIST.

For the purpose of encouraging teachers to raise the standard of their scholarship as high as possible, and to relieve them from the anxiety and strain caused by recurring examinations, it has been deemed advisable to establish a merit list by providing that candidates shall, in trying for second-grade certificates, be exempt from re-examination in those subjects which they have obtained a standing of ninety per cent. or more.

The following conditions will govern:

(a) All candidates for second-grade certificates who have been credited on any previous certificate issued since Jan. 1, 1897, with a standing of ninety per cent. or more in any subject shall be exempt from re-examination in such subject any time within one year from the expiration of such certificate.

Under the above regulation, it will be observed that a candidate who is the holder of a third-grade certificate will be exempt from re-examination in all subjects marked ninety per cent. or more thereon for a period of one year from the expiration of such certificate, and by obtaining the standing required under the regulations in all other subjects for a second-grade certificate, will be entitled to receive such certificate. This additional standing for a second-grade certificate must be obtained during the year for which such third-grade certificate is valid, or during the year immediately following the expiration of such certificate.

It will also be observed that a candidate who is the holder of a second-grade certificate will be exempt from re-examination in all subjects marked ninety per cent. or more thereon for a period of one year from the expiration of such certificate, and by obtaining the standing required under the regulations in all other subjects will be entitled to receive another certificate of the second-grade. This additional standing must be obtained during the last year for which such second-grade certificate is valid, or during the year immediately following its expiration.

(b) By obtaining a standing of ninety per cent. or more in every subject required for a certificate of the second-grade, such standing becomes non-forfeitable, and new certificates will be issued from time to time, as they expire, provided that the holder of such certificate shall teach at least two of the three years for which it was issued.

(c) Candidates who obtain a standing of ninety per cent. or more in any subject or subjects, but who have not earned certificates, will be exempt from re-examination in all such subjects for one year from the end of the month in which such standing was earned.



(d) The provisions of the "merit-list" rules will apply to the holders of all certificates issued since Jan. 1, 1897, but not to the holders of certificates issued previous to such date.

### The New York State Library.

The eightieth annual report of the New York state library gives a large body of information concerning the great work which has been developed in recent years. New York has long had the largest and most important of all the American state libraries, but that leadership has been rapidly made more marked since the re-organization in 1889.

**Accessions:**—The library has grown from 198,490 volumes reported last year to 207,934 in the state library proper, with 33,439 volumes in the traveling and extension libraries, and 108,111 duplicates, bringing the total up to 349,484. Aside from the traveling libraries and duplicates, the additions of the year were 9,444 volumes and 12,478 pamphlets, making a total of 21,922 volumes and pamphlets.

**Special collections:**—In the education division, 473 volumes brought the total up to 4,663 bound volumes. 3,524 new pamphlets on education alone were added during the year, and 150 volumes of catalogues, representing 60 different colleges, were bound by decades. The policy is fairly started of building up one of the strongest education libraries in the country; for, as the university represents 1,136 institutions of higher education in the richest state in the Union, its educational collection merits more than any other single department the money to make the additions demanded by growing public interests in these matters.

**Catalogues and indexes:**—The list of twenty-seven catalogues printed as a leaflet for the convenience of readers gives an idea of the extent of this indispensable work. The cost of proper catalogues and indexes is the most appalling feature in library management, and yet for fifty years the best minds at home and abroad have studied the problem without finding any solution beyond the economies and improved methods which we have already fully adopted. A great collection of books without a proper catalogue is not a library, but a mere mob of books, and in its usefulness may fairly rank with the mob as compared with a well-trained regiment. Whatever the cost of cataloguing, it must be faced, as the most essential thing in making a library useful. Readers who themselves have never learned to use these aids sometimes forget that without them the librarian would find it impossible to answer their demands, and that it is, after all, the catalogue that makes it possible for the library to serve them properly.

**Children as readers:**—Of the children's use of the library, the director says: We hold that it is not a matter of age, but of proper behavior that determines who may use public books. Recent scientific study of the problems of childhood has brought statistical proof that it is the book more than the parent, the school or the teacher that influences the life of the young. To shut out from the state library, which is the central agency in this great work of home education, the very readers who will get from it most good would be setting a strange example to the thousand libraries of this state, and ought not to be for a moment seriously considered.

**Loans:**—The library is more and more sending its books to institutions and scholars in all parts of the state, and thus becoming in effect, as well as in name, the state library. The tables show that there has been 3,000 per cent., or more than a thirty-fold gain, since 1889 in this lending.

**Library school:**—The library school, the first of its kind in the world, continues to grow in strength and reputation. The thirty-three students of the last year represented twelve states, the District of Columbia and one foreign country. Seventeen of the leading colleges of the country sent students whom they had trained, most of those admitted now holding college degrees. The other library schools now established are all conducted by graduates of this parent school. Among other interesting items is the record of fifty-eight new positions in various parts of the country filled by the graduates and students of this school.

**General progress of the library-school idea:**—At the recent International library conference in London there were nearly twenty representatives of the eleven classes of the school present, and it was exceedingly gratifying to find that the most progressive librarians in other countries recognized generously the great work accomplished in founding and maintaining this school on high standards. The university librarian of Oxford, in an address before the delegates and Oxford officials, summing up the library progress of the world for the past twenty years, paid New York the compliment of saying that the director of its library and library school had done more than all other librarians combined in making librarianship a recognized profession. Graduates of our schools are carrying on with marked success other training schools for librarians in the Pratt institute, of Brooklyn, the Drexel institute, in Philadelphia, the University of Illinois, which, under the wise leadership of Pres. Andrew S. Draper, formerly a regent of the university, has made such marked progress in the last few years. Illinois takes her place beside New York in full recognition of librarianship as one of the learned professions, and has opened a school, appointed a faculty, erected the finest public building in

the state for the library and the school, and offers to the public instruction of as high a grade with the same requirements for admission as is demanded by the law or any other university department.

### Exams. in Illinois.

Examinations were held for the state certificates Aug. 2 and 3, 4, and 5. The conductors were: County Supt. O. T. Bright, Chicago; State Supt. J. H. Freeman, Dixon; County Supt. Matthew Andrews, Galesburg; Asst. State Supt. Mrs. S. M. Inglis, Springfield; Prof. Elmer Cavins, Normal; County Supt. R. N. Stotler, Olney, and Prof. C. E. Allen, Carbondale.

Two kinds of certificates are issued by the state department, five-year certificates and life. Seventy-four persons took the examinations this year, about the average for many years. Prin. Wm. Helmle, of the high school, Springfield, Supt. A. C. Butler, Kewanee, and Prin. E. C. Rossiter, of the Garfield school, Chicago, constitute a board to examine the papers and pass on the merits of the applicants. For the five-year certificates, the requirement is an average of seventy-five per cent., with a minimum, in any branch, of seventy. For the life certificate, the average required is eighty, with a minimum, in any branch, of seventy-five.

The examinations for state scholarships in the University of Illinois were held in the various counties of the state June 3, under the supervision of the county superintendents. Successful applicants are free from tuition and other incidentals for the four-years course in the university. Each county in the state is entitled to a representative, and if a county has more than one senatorial district, each one may have a pupil. These examinations have been sadly neglected, many counties never trying for the honor. This year seventeen passed the examination. They are: John Barr, Ford county; Arthur T. Bel, Pope county; John W. Boyd, Douglas county; Edna S. Burnham, Lee county; Charles H. Dawson, Piatt county; Ruby T. Demotte, Christian county; Charlotte E. Draper, Champaign county; John W. Fisher, Stephenson county; Charles W. Franks, Carroll county; Aletha Gilkerson, McHenry county; Albert L. Marsh, Sangamon county; Fred E. Newton, Iroquois county; Curt A. Schroeder, Cook county; James W. Sussex, Knox county; Hector Updike, St. Clair county; Leslie A. Waterbury, Ogle county; Edith N. Whitehouse, Fulton county.

### Many Changes in Illinois.

Many of the oldest and best county superintendents will be missed after next December. Some failed of re-nomination and several retired voluntarily, after many years of faithful service. Among these are Chas. J. Kinnie, Winnebago county; John H. Grossman, Carroll county; Geo. B. Harrington, Bureau county; Robert W. Orr, Christian county; R. D. Miller, Menard county; T. B. Greenlaw, Clay county; Miss Mamie Bunch, Douglas county; J. L. Whisand, Coles county; J. A. Arnold, Effingham county; S. G. Burdick, Marion county; W. H. Grover, Montgomery county; Bert R. Burr, Jackson county; O. B. Lowe, Moultrie county; J. H. Martin, Piatt county; E. B. McKeever, Rock Island county; W. R. Sandham, Stark county; T. B. Fuller, White county, who is a chaplain in the Ninth Regiment. Many of these persons will be missed all over the state, for they enjoyed an enviable reputation beyond the limits of the territory over which they had supervision.

By the death of Hon. Samuel M. Inglis the state lost a very efficient and popular officer. He had accepted a call to the presidency of the Eastern normal at Charleston, where his experience in normal school work would have made him a successful leader. Now there is much speculation about his probable successor. Among those mentioned for the position are Prof. Charles McMurry, Normal, Ill.; Dr. Boone, president of the normal school, Ypsilanti, Mich.; Supt. Buchanan, Sedalia, Mo., and Prof. Wm. M. Evans, Bushnell, Ill.

### New Teachers at the California (Pa.) Normal.

California, Pa.—The trustees of the California state normal school have made several important changes in the teaching force. Prof. H. W. Harmon, of Geneva, N. Y., a graduate of Hobart in '92 and of Cornell in '95, has been given the chair of science. Prof. J. Hart Kinsey, a graduate of the fine arts department of Syracuse university, has been elected to the vacant position in the music department. Miss Anna Buckbee, the head training teacher in the model school, is given the chair of history in the normal school, and Dr. Herman T. Lukens, of Philadelphia, takes Miss Buckbee's place. Dr. Lukens, tho but a young man, is well known thruout the educational world from his writings on educational subjects in books and periodicals. He received his degree at the University of Jena, Germany.

The normal school is having its two dormitories considerably changed, on account of the recent growth of the school. Last year's attendance was over 900, and the present senior class will number over 100.

## Personal Notes.

West Roxbury, Mass.—Mr. Clifton W. Day has taken charge of the parental school in this city, succeeding Mr. Moses J. Perkins. Mr. Day is a graduate of the University of Vermont, in which state he taught a number of years. He has had two years of study at the University of Jena, Berlin, and other prominent schools. He was offered the position of superintendent at Great Barrington, but preferred the place which he has just taken.

Huntsville, Ala.—County Supt. J. D. Humphrey has addressed a letter to the school trustees of his county, calling attention to the abuses practiced in connection with the country schools, and asking their co-operation with him, in remedying them.

St. Paul, Minn.—Prin. George C. Smith, of the Madison school, died Aug. 2, after a service of thirty years in the public schools. He was a native of New Hampshire, but went West in early life, and was teaching in Ohio when the Civil war broke out. He volunteered, and was made a brigadier-general for conspicuous merit. He came to St. Paul in 1869, and had taught longer than any other teacher now in the city schools. He was sixty-nine years of age.

Beardstown, Pa.—Supt. S. S. Beggs has been re-elected for another year, at an increase of \$200 in salary.

Pittsburg, Pa.—Dr. R. Heber Holbrook, professor of mathematics and psychology in the Clarion state normal school, has resigned, to accept the principalship of the new high school in this city.

St. Louis, Mo.—Prof. George E. Seymore, of the high school, the author of several well-known works on mathematics and bookkeeping, died at Ann Arbor, Mich., in July. He had been a teacher in the high school for thirty years.

Mr. W. C. Hazzard has been elected principal of the high school at Aurora. He has the degree of A. B. from Leland Stanford university, did post-graduate work there, and was superintendent of schools in Olympia, Washington, last year.

Scranton, Pa.—The Sisters' institute held here late in July was most interesting and helpful. Among those taking active part in conducting the institute were Mrs. Burke and Miss Burke, of Buffalo, and Prof. George Howell, of Scranton.

The University of Rochester has decided to admit women to the university, provided they shall raise \$100,000 for the use of the university. The women of Rochester are going to try to comply with the conditions.

## Notes from Springfield, Ill.

Springfield lost one of its best teachers in the death of Miss Elizabeth Bannigartner. She was graduated from Normal, was principal of schools at Gardner, Ill., and came to this city to take charge of the Teachers' Training school, where she discharged her duties with rare ability. About seventy-five per cent. of the teachers in our city schools have been prepared by her, and the fact that our schools are ranked among the best in the state is the best testimony to her worth as a trainer of teachers. The position was tendered Mrs. S. M. Inglis, but she declined the honor. Later, Miss Sadie L. Montgomery, Jeffersonville, Ind., who has had a similar position for five years at Emporia, Kansas, in the state normal, was selected for the place.

Miss Stella Root has been elected supervisor of music. She has held a like position in Jackson, Mich. Competent critics say she was the best music teacher in the state.

Among other teachers elected are Edna T. Cook, graduate of the Oswego normal of New York, Angie H. Benford, graduate of school of oratory and elocution, Philadelphia, and Katharine Pasch, whose work is spoken of in the highest terms by Dr. E. E. White, Dr. Mara L. Pratt and Ex-State Supt. of Iowa, Henry Sabin. Altogether, Springfield needed about twenty new teachers this year.

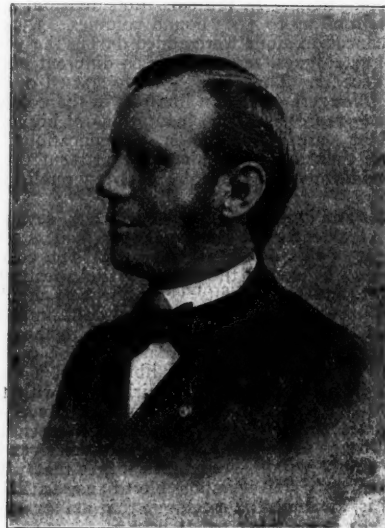
Thos. M. Kilbride.

## Schoolmasters in Spain.

Besides the peasants, there are other layers of the population in Spain who are literally starving. Throughout Spain, says the London "Telegraph," the schoolmasters—those whose mission it is to impart elementary instruction—are terribly underpaid—on paper. In reality, they are not paid at all. With the exception of two provinces, those wretched Spanish "dominies" have not seen the color of the money owing to them for ten, twelve, or twenty months. In various parts of the country these teachers of the future generation have openly taken to begging in the streets.

## Dr. Phillips Goes Abroad.

West Chester, Pa.—Prin. G. M. Phillips, of the state normal school, left for Liverpool the last of July, accompanied by his family. He contemplates a visit to Berlin, and then to Dres-



G. M. Phillips.

den, where he expects to leave his family for a year. He will travel among the schools of the continent and return about Dec. 1. The trustees of the normal school have given him leave of absence until Jan. 1. He has been principal of the West Chester normal school since 1881.

## A Noble Revenge.

A farmer's horse, happening to stray into the road, an ill-natured neighbor, instead of returning the animal to its master, put it into the pound. This is an enclosed place, built especially for stray animals, and a fine has to be paid by their owner before they are liberated. Meeting the farmer soon after, he told him what he had done, and added, "If I ever catch your horse in the road again, I will do just the same." "Neighbor," replied the farmer, "not long ago, I looked out of my window in the evening and saw your cows in my field of young clover. I drove them out, and carefully shut them up in your yard. If I ever catch them again, I will do just the same." Struck with this noble reply, the neighbor went to the pound, liberated the horse, and paid the fine himself.

## A Hero.

The bravest boys are not always those who are ready to fight. Here is the story of one who showed the right spirit when provoked by his comrades. A poor boy was attending school one day with a large patch on his trousers. One of the schoolmates made fun of him for this, and called him "Old Patch." "Why don't you fight him?" cried one of the boys. "I'd give it to him if he called me so." "Oh!" said the boy, "you don't suppose I'm ashamed of my patch, do you? For my part, I'm thankful for a good mother to keep me out of rags. I am proud of my patch for her sake."

You will not know how much good Hood's Sarsaparilla will do you until you try it. Buy a bottle to-day and begin to take it.



## New Books.

In a style that is simple and attractive M. Clarke has told for the series of Eclectic School Readings "The Story of Cæsar," Rome's greatest man. In this book are related all the important events in the wonderful career of the famous Roman, who was at the same time illustrious as a warrior, orator, statesman, and historian. It also gives, by way of appropriate introduction, a brief sketch of Rome before Cæsar's time, describing the origin of the famous city, its system of government, and some of the great personages who figured in its earlier history. A special feature of interest and attraction is Shakespeare's story of the death of Cæsar, as given in his play. Another useful addition is the opinions of eminent writers, both ancient and modern, on the life and character of Cæsar. In addition to reference maps, showing all the places mentioned, there are numerous illustrations of Roman and Gallic soldiers, Roman arms and armor, warships and siege engines, besides many full-page pictures of historic scenes in the life of Cæsar. (American Book Co., New York. Cloth, 12mo., 45 cents.)

"Pastime Stories" is a volume containing above a score of short tales and sketches by Thomas Nelson Page. They all relate to scenes in the South, of which he is a well-known master in painting. They are rich and racy, and are plentifully interspersed with negro dialect. The numerous illustrations are by A. B. Frost. (Charles Scribner's Sons. \$1.25.)

In "Afloat on the Ohio" Reuben Gold Thwaites, the well-known historian, editor, and miscellaneous writer, describes a historical pilgrimage of a thousand miles in a skiff down that great river, from Redstone to Cairo. It was a novel and pleasant experience for the small party that floated down the great river in a small boat. In a pleasant vein the writer describes cities, villages, localities, people, giving one a vivid idea of this populous region. (Way & Williams, Chicago. \$1.50.)

"The Mason School Music Course" was prepared by Luther Whiting Mason, Fred. H. Butterfield, and Osborne McConathy to meet the needs of ungraded schools. The large number of choice and new school melodies, however, will make the course a very acceptable one for city schools. Book one, which we have in hand, opens with such simple exercises that the pupils need to have but very little training before taking it up. Made by thoroughly practical man, it is admirably adapted to the needs of the schools. (Ginn & Co., Boston.)

The pioneer who clears a way for civilization deserves more credit than those who come after him, as his task is more arduous; likewise, the historian who enters first on a field should be given credit for the greater task of original investigation imposed upon him. In writing his "History of the Baptists in the Middle States," Henry C. Vedder has been obliged to consult original sources almost entirely, producing a work that will be of great interest to a large class, and that will be of vast aid to other investigators in the same field. (American Baptist Publication Society, Philadelphia. \$1.25.)

A book by Goldwin Smith, the celebrated Canadian historian and thinker, whatever the subject may be, is sure to claim attention. What he has to say about "The Riddle of Existence" is embodied in a small volume of essays, some of which have appeared in different periodicals. In these he meets and answers some of the current objections to Christianity. The

author himself says that the spirit in which his pages are penned is not that of agnosticism, if agnosticism imparts despair of spiritual truth, but of that of free and hopeful enquiry. (The Macmillan Co., New York. \$1.25.)

The five stories in the volume by Joseph Conrad, entitled "Tales of Unrest," deal with the weird and uncanny. The author is a master in the borderland where mind and matter meet and he possesses fine descriptive powers that cast an irresistible spell over the reader. (Charles Scribner's Sons, New York. \$1.25.)

In the Half Moon series of papers on historic New York is issued a pamphlet on the "Early History of Wall Street—1653-1789," by Oswald Garrison Villard, A.M. This and the other pamphlets of the series are of great historic value. (G. P. Putnam's Sons, New York.)

In our schools, which are now all held under the Stars and Stripes, there should be instilled a reverence for that flag, and there should be taught patriotic history and inspiring literature and music. It was to aid in this work that "The Patriotic Primer for the Little Citizen" was prepared by Wallace Foster, of Indianapolis, Ind. The plan and contents of the book are excellent. (Levey Bros. & Co., Indianapolis.)

The needs of those who desire to apply their knowledge of French to commercial purposes have been catered to in the new edition of the "Class-Book of Commercial Correspondence, French and English," by A. E. Ragon, revised by G. Korts. In addition to all sorts of business forms, this book gives a special chapter on the decimal or metric system, with comparative tables of French and English weights, etc. (Hachette & Co., London and Paris; Carl Schoenhof, Boston.)

"Exercises in Conversational German," by Josepha Schrakamp, furnish material for easy translation to pupils whose vocabulary is limited, and whose knowledge of grammar is confined to the rudiments. The prevailing style of the exercises is conversational, and the subjects treated are such as give opportunity for the introduction of practical words and expressions that occur in every-day life, including the business world, and in traveling and sight-seeing. (Henry Holt & Co., New York. 55 cents.)

"Nature Stories of the Northwest," by Herbert Bashford, treats of the animals and plants of a large portion of our country. It is sometimes said that text-books are made for the East, and do not take into consideration the conditions that exist elsewhere. The fact that this book describes some animals and plants not familiar in the East will make it useful there as well as farther west. (The Whitaker & Ray Co., San Francisco. 50 cents.)

Translators are opening up a vast amount of intellectual pleasure to English readers by giving them some of the best stories from abroad in the series of volumes of "Stories by Foreign Authors." The volume of Spanish stories contains tales by Alarcon, Selgas, Becquer, and Caballero. The frontispiece is a fine portrait of Alarcon. (Charles Scribner's Sons, New York. 75 cents.)

"Busy Work in Drawing" is the title of collections of cards that the teacher can use to advantage in school. Each series contains twenty cards. "Series No. 1" is studies in straight lines, giving a great variety of figures as cubes, stars, bureaux, beds, etc. (Educational Gazette Co., Rochester, N. Y. 25 cents a set.)

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"Javan Ben Seir," by Walker Kennedy, is a well-written story of olden Israel just after the death of Solomon. It is a faithful picture of the life and manners of the time, and the principal characters cannot fail to arouse the interest. (Fredrick A. Stokes Co., New York. 75 cents.)

Joel Chandler Harris won his reputation as a writer on his inimitable dialect stories, but his genius is not confined to his narrow field. His "Tales of the Home Folks in Peace and War," recently issued, contains just as pleasant a humor and just as truthful a delineation of character. These twelve stories introduce the reader to some interesting phases of Southern life. (Houghton, Mifflin & Co., Boston and New York. \$1.50.)

The life and times of the American revolution are strongly depicted in "The Continental Dragoon," a love story of Philipse Manor-House in 1778, Robert Neilson Stevens. Many readers will remember "An Enemy of the King," by the same author. They will find in this a story of equal power and interest. New Yorkers will gain from it an idea of their city as it existed nearly a century and a quarter ago. (L. C. Page & Co., Boston. \$1.50.)

In a series of talks with students entitled "Ideas from Nature," Dr. William Elder, professor of chemistry at Colby university, draws some general conclusions from his investigations, especially with reference to Christianity. These are such as to strengthen one's religious belief. Under the general heads of designs, objections, energy, natural law and miracle, and nature, a manifestation of God, he discusses matters which are of interest to all. (American Baptist Publication Society, Philadelphia. 75 cents.)

Many good stories for summer reading are being issued by Neely in paper covers, at fifty cents each. Among recent books are "Nil," by Fred A. Randle; "The Stone Giant: A Tale of the Mammoth Cave," by C. C. Dail; "Sparta, a Tale of the Pack-Saddle District," by Captain Allen Smith; "In the Toils," by Thomas Ring; and "The Palmetto," by F. S. Hefferman. (F. Tennyson Neely, New York.)

"Dont-Worry Nuggets" may seem a queer title for a book, yet its significance will be seen when it is stated that it is made up of extracts from the writings of philosophers. Now, the pursuit of philosophy, however it may be derided, conduces to a calm and equable state of mind. The authors quoted in this book are Epictetus, Emerson, George Eliot, and Robert Browning. These bits of ore from rich mines were gathered by Jeanne G. Pennington. This book will make a good side-pocket companion. (Fords, Howard & Hulbert, New York. 40 cents.)

"The Sword of the Pyramids," by Edward Lyman, is a story that relates to the American Civil war and stirring events in foreign lands. The hero, a young Southern man, fights on the Confederate side, and takes part in Pickett's charge at Gettysburg. Some of his acquaintances fight on the other, so the story illustrates what often happened in that fratricidal strife. His sweetheart is a Northerner, which increases the complications. A few years later the hero drew his sword for Maximilian. The story is an intensely interesting one. (F. Tennyson Neely, New York. 50 cents.)

A concise "Manual of Mental Science" from the phrenological standpoint, written by Jessie A. Fowler, has recently been issued. It gives the play of thought, evolving from the minds of children in an entirely new method, and has brought the subject under consideration up to date. It is finely illustrated, with cuts from the original photographs, and should have a ready sale, not only in this country, but in England, where it is simultaneously issued. (Fowler & Wells Co., New York. \$1.00.)

We hear a great deal about the skepticism of scientists. Scientific investigation may lead some in that direction, but more often, we believe, it tends to make them more reverent. A scientist of the latter kind has written "A Scientist's Confession of Faith," which is issued as a small pamphlet. (American Baptist Publication Society, Philadelphia. 10 cents.)

"A Text-Book of Physics," by Prof. G. A. Wentworth, A.M., late of Phillips Exeter academy, and G. A. Hill, A.M., late assistant professor in Harvard. Physics is presented by these authors as resting entirely upon a foundation of pure mathematics. All experimental work is brought to test by the resulting equation, and the accuracy of the work is determined by the closeness of its agreement with the theory. Many new illustrations have been introduced, and the latest results of investigations, like the Roentgen rays with their applications, find a place. (Ginn & Co., Boston.)

"Der Praktische Deutsche," by N. Joseph Bailey, is, as the author tells us, arranged after the plan of Paul Bercy's "Le Français Pratique." The book has many good features. It aims to give the student conversational German. In order to accomplish this, the work is arranged so the teacher can con-

veniently make use of German in the class-room. All grammatical principles are stated in German in accordance with this plan. The vocabularies are largely made up of words in which the student naturally is interested. From a pedagogical standpoint, the book is a decided step in advance of our other beginners' books. It can also be used profitably in the second and third years' work, with students who have had no training in practical German. (W. R. Jenkins & Carl Schroenhof. Price, \$1.00.)

Prof. Hohlfeld, of Vanderbilt university, has edited Frau von Ebner-Eschenbach's "Die Freiherren von Gemperlein," and "Krambambuli," two very interesting stories, well adapted to second-year work. The explanatory notes are unusually complete, practical, and helpful, and reflect great credit upon the judgment and care of the editor. An appendix, which states the principles which underlie the pronunciation of foreign words, of which there is a large number in the text, will prove very helpful to both student and teacher. (D. C. Heath & Co. Price, 30 cents.)

Dr. Wm. Bernhart, of Washington, D. C., adds "Nico-tiana," and other stories to the number of Baumbach's works, which he has edited in recent years. He prefixes a note on Baumbach's relation to the Romantic movement and a short and interesting autobiography of the author. The notes deal rather with references than with the idioms of the German language. The text is intended for students who have mastered the first rudiments of grammar. (D. C. Heath & Co. Price, 30 cents.)

How many youths have lain on the grass on summer nights and gazed up at the blue arch above them, wondering at the stars and wishing they knew more about them! The interest in the firmament begins at a very early age, and so "Stories of Star-land" by Mary Proctor, will meet the needs of the younger pupils in the schools. The Harry and Nellie who figure in the book, and who are so anxious to know about the great worlds around them, lend a lively interest to the descriptions and narratives. Poetry also adds its charm to the book. Miss Proctor has collected a quantity of excellent verse that she has interspersed through the book at appropriate places. The book is illustrated with diagrams of the constellations and many other pictures. (Potter & Putnam Co., New York.)

Young people as a rule take an interest in biography, even when it is indifferently written. How much more interest they will take then in such a bright little book as that of Alma Holman Burton on "Four American Patriots" (Patrick Henry, Andrew Jackson, Alexander Hamilton, and Ulysses S. Grant.) These four, so different from each other, stand head and shoulders above their contemporaries in their several fields. The book may be used for supplementary reading or would make a valued addition to the home library. (Werner School Book Co., Chicago.)

"Palamon and Arcite," one of the productions of John Dryden that has stood the test of time, is edited with introduction and notes and a portrait of the famous author, by George E. Eliot, English master in the Morgan school. The introduction gives the historical background of Dryden's time, the life of Dryden, and a critical estimate of "Palamon and Arcite," and an estimate of the work of Dryden. With such handsome books as these so cheaply obtained, it seems as though no one ought to lack a knowledge of the classics of our language. (Ginn & Co., Boston.)

The "Elementary Botany," by Prof. W. A. Kellerman, of the Ohio state university, contains many features that will recommend it to the attention of teachers. The author has sought to make the text attractive to young readers by avoiding the use of many technical terms: he gives in a small space a fair outline of botany in its present advanced stage of development; hints are furnished to teacher and pupil in regard to objects and methods of study, also directions for practical experimental work. The experiments called for may easily be performed by the pupil with but few or no suggestions from the teacher. The book has a manual of flora, and special keys and is abundantly illustrated. (Eldredge & Brother, Philadelphia. 90 cents.)

Walter Savage Landor deserves more attention than he has received from those who edit books for the use of schools. As a poet he ranks only second to the five or six great ones who flourished early in the century, and as a prose writer he is the greatest of his time. It is therefore with pleasure that we note that W. B. Shubrick Clymer has edited selections from his works for the Athenaeum Press series. Among these are poems and a few of the "Imaginary Conversations." There is a fine frontispiece portrait of the poet. (Ginn & Co., Boston.)

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THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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### Interesting Notes

#### Signaling in War-Time.

In cruising about the Caribbean sea in pursuit of the Spanish fleet the vessels of the American fleet had to be widely scattered to discover the elusive foe. It was necessary, however, that every member of the fleet should be in frequent communication with the flagship, directly, or indirectly, in order that courses might be directed and no vessel go astray, and that the commander, also, might receive intelligence from all. In immediate conflict with fleet or fort especially, promptitude and clearness in signals would be imperative.

How wide a sweep could be made over the sea by a dozen vessels is a matter that would depend on the distance at which signals could be read in the various kinds of weather, and how far the outermost members of the fleet might spread apart to



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allow of timely concentration in case of an attack by the enemy's ships on either extreme.

Until the invention of the electric telegraph the best means of conveying intelligence over long distances of land or sea were flag and semaphore in the daytime, and torches or ships' lanterns by night.

The semaphore is a very old instrument of intelligence, having been in use more or less in Europe since the French revolution. It was invented by Claude Chappé at Angers. He completed the first line, connecting Paris and Lille, in August, 1794; and on September 1 following, it bore to the Parisians the welcome news of the recapture of the town of Condé from the Austrians. The system with modifications was soon adopted by France, England, Germany, Denmark, and probably other nations.—August "Lippincott's."

#### Privateering.

Privateering on the high seas has decided the fate of more than one war; it has acted as a lever for weak and defenseless nations in all ages to obtain some sort of redress for injuries committed by superior naval powers. When Spain's power was supreme on the ocean, England sent forth hordes of privateers to prey upon her fleets of rich galleons, and for two centuries the ships of Spain were considered legitimate prizes, first by the English privateers, and later by their successors, the buccaniers of the West Indies. After Spain's sea power was on the wane, and England's in the ascendancy, the latter frowned upon privateering, but her old enemy had learned the art of civilized piracy, and with France she let loose privateers that kept the bloodhounds of England's navy busy. Thus the weaker naval power has always endeavored to equalize matters by com-

missioning privateers to prey upon the commerce of the other, and the stronger nation, with virtuous indignation, has always sought to classify the privateers with pirates, and to treat them accordingly.—August "Lippincott's."

#### The Spanish Royal Standard.

The "Philadelphia Times" says: The Spanish royal standard is most complicated. The red and yellow of the Spanish flag is said to be derived from this occurrence: In 1378 Charles the Bold dipped his fingers in the blood of Geoffrey, Count of Barcelona, and drew them down the count's golden shield, in token of his appreciation of the latter's bravery. The shield so marked became the arms of Barcelona, which became part of Arragon, and its arms were taken by that kingdom. Now to the royal standard: in the first quarter, or upper left hand part of the flag, are the arms of Leon and Castile, the lion and the castle; the second quarter is taken up one half by the arms of Arragon, one-half by the arms of Sicily. The upper third of the third quarter (directly under the first) shows the Austrian colors, the lower two-thirds is divided between the flag of Burgundy and the black lion of Flanders; the upper third of the fourth quarter shows the chequers, another Burgundian device, while the lower two-thirds is shared by the red eagle of Antwerp and the golden lion of Brabant, and on the top of all this are two shields, one showing the Portuguese arms, the other the French fleur de lys.

#### The Invisible Plant World.

The invisible plant world seems as wonderful as that which we see. We are wading through the atmosphere in a sea of vegetation possibly as numerous as the fishes in the ocean. Mostly existing as

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spores they are ever on hand to germinate and become living plants whenever the conditions are favorable. It is only when these spores germinate and become perfect plants that they are beneficial or harmful, as the case may be, to organic beings. Mr. Smith Ely Jelliffe took occasion to gather some of these and cultivate them during the three early months of the past year at Columbia university, and succeeded in raising no less than twenty-eight well-known species from these atmospheric spores. We have known for a long time past that these spores must be there, floating around in great abundance. No fruit rots on the trees or in our cupboards but the peculiar cryptogam that delights to feed on it starts into growth.

No piece of bread can be placed anywhere but the little spore that produces the blue mold finds it out, and starts to give the little cluster of filaments, which, under the microscope, we so much admire. It is probable that the spores of those minute plants which produce our epidemic diseases, are always with us, and extending wherever the atmospheric current may go in which they were originally produced. The germs of yellow fever, even, may be taken into our lungs with every breath, in localities where yellow fever has never been known, but do not find the necessary conditions to germinate into full grown plants and then become virulent. We may never stamp out the spores by quarantining. The atmosphere cannot be quarantined. Quarantining can only be effective against the growing plants; and even then they soon die out if the proper food in which they delight is not ready at hand for them. It is in this line that cleanliness becomes a virtue. It does not drive the spores from the atmosphere, but it helps to starve out the plants if the spores venture to germinate.—N. Y. "Independent."

### Has Spain a Future?

Probably the greatest blessing that can befall Spain will be the loss of all her colonies. They have been the source of her troubles, the cause of her national decline. They have brought the curse of gold upon her. They have diverted the energies and the expenditures of her people from her own needs at home. Spain has magnificent internal resources as yet undeveloped. Let the energies of her people once be directed within, and they will understand what obstacles have blocked the way so long. Reforms will follow. Abuses will be swept away. Popular enlightenment will come. With the passing of Spain's colonial might will dawn the renaissance of Spain.

As to commercial prosperity, that should continue upon truer lines under the new conditions. Spanish commercial interests in Mexico are now on a healthier basis than they have been in Cuba for long years past, for in the daughter state they are not pampered by favoritism and privilege. Independent intercourse with the severed colonies will continue, and lines of trade will shape themselves naturally and legitimately. Ancient rancor will gradually disappear and Spanish commercial energy may be depended upon to secure room for its exercise. Spain, regenerate, will be the mother country for the nations of *ultramar* that

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The importance of maintaining good health is easily understood, and it is really a simple matter if we take a correct view of the conditions required. In perfect health the stomach promptly digests food. The blood is employed to carry nourishment to the organs, nerves, muscles and tissues which need it. The first great essential for good health, therefore, is pure, rich blood. No medicine has such a record of cures as Hood's Sarsaparilla and it is because it is the one true blood purifier. Hundreds of people are alive and well today who would have been in their graves had they not taken Hood's Sarsaparilla. It is depended upon as a family medicine by thousands.

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...speak her tongue, in the same regard that England is mother to lands in the seven seas, and will stand second only to England in the number of her children.—From "Spanish Traits and the New World," by Sylvester Baxter, in the "American Monthly Review of Reviews."

#### The Skylark.

John Burroughs relates that a number of years ago a friend in England sent him a score of skylarks in a cage. He gave them their liberty in a field near where he lived. They drifted away, and he never heard or saw them again. But one Sunday a Scotchman from a neighboring city called on him and declared, with visible excitement, that on his way along the road he had heard a skylark. He was not dreaming; he knew it was a skylark, though he had not heard one since he had left the banks of the Doon, a quarter of a century or more before. The song had given him infinitely more pleasure than it would have given to the naturalist himself. Many years ago some skylarks were liberated on Long Island, and they became established there, and may now occasionally be heard in certain localities. One summer day a lover of birds journeyed out from the city in order to observe them. A lark was soaring and singing in the sky above him. An old Irishman came along and suddenly stopped as if transfixed to the spot. A look of mingled delight and incredulity came into his face. Was he indeed hearing the bird of his youth? He took off his hat, turning his face skyward, and with moving lips and streaming eyes stood a long time regarding the bird. "Ah," thought the student of nature, "if I could only hear the bird as he hears that song with his ears!" To the man of science it was only a bird song to be critically compared to a score of others; but to the other it brought back his youth and all those long gone days on his native hills! There is the same difference between the man who studies the Bible in the spirit of philosophical learning and the one who hears it in songs of heaven and eternal life; the attitude of the one is cold and critical, the other finds his heart mellow and flowing out in love as he listens to the divine melody.—"Homiletic Review."

#### Electricity in the Philippines.

"Mr. Hillis, of the firm of Bagnall Hillis, of Yokohama, Japan, whose firm has a branch at Manila, has been interviewed as to the electrical possibilities of the Philippine Islands," says "Industries and Iron." "He says that the commercial possibilities and native resources of the islands are almost unbounded. His firm has installed a central electric lighting-station in Manila which supplies current for 12,000 incandescent and 260 arc lamps. There are about 720 miles of telegraph in the islands, and 70 miles of steam railways. Manila has also a telephone system. The conductors are all overhead lines carried on poles with porcelain insulators."

#### Long-Distance Steaming of War-Ships.

"The recent performances of the United States battle-ship *Oregon* and the gunboat *Marietta* in steaming from high up along the North American Pacific coast around Cape Horn to the West Indies have very properly challenged the admiration of the whole world," says "Cassier's Magazine." "Until quite recently much more had been heard of the failings of war-ships than of their good points, and one was almost tempted to believe that the average modern naval vessel was so delicately constructed and so complex a piece of machinery as to be scarcely fitted to withstand in due measure the rough usages of war or the knocking about of a protracted sea-voyage under the pressure of high speed and with all kinds of weather. When, several years ago, the United States cruiser *Columbia* crossed over from Southampton to Sandy Hook, at the entrance to New York harbor, in a little less than seven days, racing successfully

against one of the crack Atlantic liners, her performance stood unparalleled in naval history. It bordered, in fact, on what had for long been considered the impossible. What the *Oregon* and the *Marietta* have done, however, is a worthy counterpart of that earlier magnificent performance, and admirably demonstrates what may be accomplished by good engineering, even when subject to the exacting conditions of naval restrictions."

#### Rubber From Corn.

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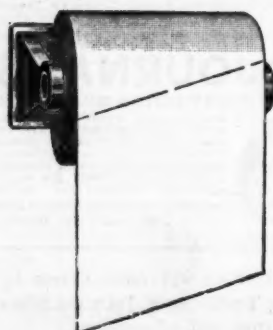
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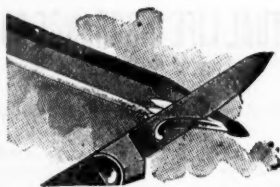
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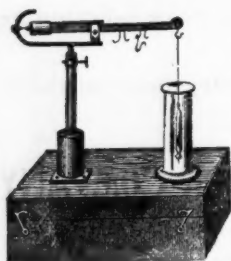
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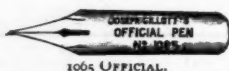
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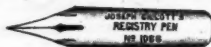
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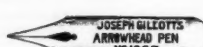
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